There are a multitude of curriculum links to each diocese’s Religious Education curriculum. Below are just some examples of curriculum links across each learning level; they are intended solely to be a guide. If you would like to share how you have integrated the CST online toolkit into your curriculum and lesson planning, please do get in touch with us! education@caritas.org.au

Each learning experience also aligns with the Australian Curriculum directions, specifically the General Capabilities of Critical and Creative Thinking, Ethical Understanding, Intercultural Understanding and Personal and Social Capability; as well as the Cross-Curricular Priorities of Asia, Sustainability and Aboriginal and Torres Strait Islanders.

Australian Curriculum subject links across the CST educational toolkit include: Geography, Health, Civics and Citizenship, Economics and Business, English, Arts and Drama, and Information Technology.

Preferential Option for the Poor

Primary:
Religious Knowledge and Deep Understanding: Jesus’ great commandment requires Christians to respect basic human rights and acknowledge responsibilities. Concern for the poor and disadvantaged is a key message in Scripture (including Luke 4:16-21) and church teaching.

Skills
Make connections between the concern for the poor and disadvantaged, found in Scripture and Church teaching, and the responsibility of Christians.

- making connections (e.g. by using the Consequences Wheel strategy) between the meaning (literal and inferred) of Jesus’ Great Commandment (John 15: 12-15, 17; Matthew 7:12 // Luke 6:31) and their own lives (e.g. If Christians are called to love one another as Jesus loves them, then they have the responsibility to ...)
- choosing one quote from Matthew 25:34-36 (e.g. When I was a stranger, you welcomed me), reflect on the responsibilities Christians have to respect basic human rights and create a visual representation (e.g. photostory, poster, Blabberise, storyjumper)
- exploring some Church teaching on concern for the poor and disadvantaged, such as:
  - Pope John Paul II (1987) On Social Concern (Religious Life of the School P-12)
  - Vatican II – Pastoral Constitution on the Church in the Modern World
• integrating a concern for the poor and disadvantaged focus into classroom prayer and prayer assemblies
• reflecting on connections between Scriptural texts (including Jesus’ great commandment) and/or Church teaching and school justice projects (e.g. student-initiated activities) that contribute to the wellbeing of others locally and globally

**Secondary:**

Religious Knowledge and Deep Understanding: Assisted by the Holy Spirit, the Church draws on the teaching of Jesus and its living tradition to respond to emerging moral questions about economic structures and development. Catholic social teaching proposes principles for reflection, provides criteria for judgment and gives guidelines for action.

The principles of Catholic social teaching, especially participation, economic justice, global solidarity and development, preferential option for the poor, stewardship, and subsidiarity, provide guidelines for just economic order and development.

Christians believe that human work shares in God’s creative activity. Work enables each person to use their talents to serve the human community. Employment without discrimination and for a just wage is each person’s moral right.

**Skills:**

Explain different viewpoints, attitudes and perspectives about particular examples of economic order and structure (e.g. access to employment, conditions of labour, discrimination in the workforce) through the development of cohesive and logical arguments, informed by the principles of Catholic social teaching.

Articulate their own understanding of the nature and purpose of human work, informed by the principles of Catholic social teaching.

• exploring the principles of Catholic social teaching, using a Y chart to share their understandings (Social Action of the Church, p.21)
• interpreting and applying a principle of Catholic social teaching, using a Concept Spiral Strategy (A-Z Learning Strategies)
• creating an image (e.g. Wordle) using the text of the principle of economic justice
• designing a personal motto that reflects their own understanding and appreciation of the nature of work
• collaboratively prepare a submission to a government body arguing a just response to a contemporary issue that incorporates the principles of Catholic social teaching, especially participation, economic justice, global solidarity and development, preferential option for the poor, stewardship and subsidiarity
• participating in a student symposium in collaboration with other schools that explores ways the principles of Catholic social teaching can be applied to support just responses to contemporary issues related to economic order and development
• making reference to Catholic social teaching relating to social issues such as economic development, employment, consumerism (Religious Life of the School P-12, SJR 1.5)
• researching and utilising the writings and reflections of prominent advocates for social justice as a focus for reflection on actions related to economic order and structures (e.g. conditions of labour, value of human work, just wages, discrimination in the workforce, access to employment)
• examining the ways in which Christian and other agencies (e.g. Caritas, Anglicare, Greenpeace, World Vision) respond to contemporary economic issues (e.g. poverty, stewardship, indigenous communities)
• evaluating mission statements, from a range of businesses, according to an understanding of the principles of Catholic social teaching (Moral Integrity, p32)
• exploring the lyrics of songs that point to social justice issues, for the transformative, for
| Dignity of the Human Person | **Primary:**  
Religious Knowledge and Deep Understanding: Based in Scripture, the Church teaches that all people are created in the image of God. The Church teaches that all people have dignity and natural rights and deserve respect, regardless of their religious, social or ethnic background.  

Communicate a personal response to the Church teaching that all people are created in the image of God.  

Make connections with personal experience when exploring Christian teaching about the dignity and natural rights of all people, regardless of their religious, social or ethnic background.  

Establish and follow rituals and routines that show respect for and affirm the uniqueness of each person and their diverse backgrounds  

Explore words and images that depict the church teaching that all people are tenderly held in the hands of God (Isaiah 49:14-16; Psalm 139:1-5; 14-16)  

Make full-size cut-outs of students and label physical/spiritual characteristics/gifts of each that make them special  

**Secondary:**  
*Religious Knowledge and Deep Understanding*  
Respect for each person, as created in the image of God and as a reflection of God, is expressed through moral behaviour towards oneself and others.  

Two key principles of Catholic social teaching, namely respect for the dignity of the human person and human rights and responsibilities, provide guidelines for developing a healthy understanding of one’s personal identity and of human relationships.  

**Skills**  
Analyse and evaluate different perspectives on the dignity of the human person and human rights and responsibilities.  

Make judgements about behaviour towards oneself and others, based on two key principles of Catholic social teaching, namely respect for the dignity of the human person and human rights and responsibilities.  

- brainstorming a range of aspects of personal identity (Paper personalities, Moral Integrity)  
- considering the concept of gender stereotypes in their lifetime (Moral Integrity, pp.11 -12)  
- creating an identikit related to personal qualities (Moral Integrity, p.12)  
- reflecting on their own identity – physical, social, cultural, sexual, spiritual, emotional (Moral Integrity, p.12)  
- creating a response to their own self-identity (e.g. business card, personal web page, critiquing a personal online profile)  
- identifying personal traits that hinder healthy relationships (Press my buttons, Moral Integrity, p. 14)  
- investigating sexuality as God’s gift to the human person (e.g. Scripture, Church statements)  
- defining healthy relationships (e.g. using Frayer Concept Model Strategy, A-Z Strategies)  
- analysing examples of current social issues about abuse of the human person and human relationships (e.g. cyber bullying, online predators, sexting, advertising and the media) in
Stewardship of Creation

<table>
<thead>
<tr>
<th>Skills</th>
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<td>• Debating reliability of the coverage in a range of news media on social issues related to moral behaviour</td>
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Primary:

Religious Knowledge and Deep Understanding

Christians believe God is creator and sustainer of life and all people have a responsibility to care for creation. Morality is about living in accordance with God’s plan for creation. God’s gift of the freedom to make choices is to be used responsibly.

Skills

• Recognise literal and inferred meaning in sacred stories about creation, including the second creation story (Genesis 2: 4b-8, 15-23) and Noah: a story of re-creation (Genesis 6:13-9:1).
• Make connections with personal experience when exploring Christian teaching about freedom to choose and how to use this freedom responsibly.
• View and listen to sacred stories about creation from Indigenous perspectives to highlight people’s responsibility to care for creation and live according to God’s plan for creation
• Create simple prayers of thanksgiving for God’s gifts (e.g. the beauty of creation, freedom to choose, and people’s role as co-creators)

Religious Knowledge and Deep Understanding

According to Christian teaching, God created people as rational beings with the freedom to choose. Choices between good and bad, right and wrong involve the whole person - emotions, feelings and reasoning.

Skills

• Identify examples from scriptural texts, including the Ten Lepers (Luke 17:11-18), where people have the freedom to choose between good and bad, right and wrong.
• Explore the emotions, feelings and reasoning involved when people make choices between good and bad, right and wrong and make connections with their personal experiences.
• Using a variety of resource cards and/or stimulus objects, students express their feelings when retelling experiences in which they have made choices between good and bad, rights and wrong

Religious Knowledge and Deep Understanding

Humans are called to acknowledge the sacredness of God and all creation, especially human life. The world is God’s gift to all generations; therefore care for all creation (stewardship) is a moral duty.

Skills

• Identify some inferred meanings (e.g. God created; all creation is sacred; humans are stewards of creation) of Judeo-Christian creation stories, including Genesis 1:1-2:4a; Genesis 2:4b-25 and Genesis 9:8-17).
• Compare and contrast their own actions and behaviours with the moral duty of caring for all creation as taught in the Judeo-Christian creation stories.
• Explore what people could do as stewards of creation when presented with a range of scenarios/visual images
• Identify and record ways of being stewards of creation
• Brainstorm actions that can take to be co-creators with God
• Complete a T chart of ‘things to do’ and ‘things not to do’ when caring for a particular part of God’s creation
Upper Primary:  
Religious Knowledge and Deep Understanding  
Christians are called to be responsible stewards, caring for all of God’s creation.  
Caring for the environment is a moral issue for Christians.

Skills  
Describe key features of stewardship according to Christian teaching.  
Apply the Christian moral duty of stewardship to environmentally friendly practices.  
- using the RAPS Strategy to make meaning of selected Church social teachings about stewardship of creation (e.g. The Queensland Bishops’ Pastoral Letter (summary version) on the Great Barrier Reef (Let the Many Coastlands Be Glad, Justice in the Local Community p.10)  
R Read - Read the paragraph.  
A About - What’s it about?  
P Points - Choose 2 important points to support the main idea.  
S Summary - Summarise the paragraph in their own words using no more than 20 words  
- designing and promoting a “Clean and Green” project for an area within their local community or school grounds, referencing the call to ecological conversion in scripture and/or Church teachings (Justice in the Local Community p.27)  
- creating a Learning Centre (A-Z Strategies) related to an ecological issue, which uses the various subjects of the Arts Curriculum (Dance, Drama, Media Arts, Music and Visual Arts), and incorporates Scripture, Church teachings and background information (Moral Issues p. 12)  
- participating in environmentally friendly practices (e.g. recycling paper, composting, worm farm, installing school water tanks)  
- raising awareness of ecological issues (e.g. school forums, inspiring speakers, regular updates in school communication, establish an energy efficiency working party, student debates) with reference to Church teachings (Religious Life of the School P-12, SJA2.2)

Religious Knowledge and Deep Understanding  
Morality is about choosing between right and wrong. Conscience is the human capacity to identify and make judgements about what is right and wrong. Sin is the human choice to live without the help of God. Sin is made evident in the free choices which result in actions that harm oneself and one’s loving relationships with God, with others and with all creation.

Skills  
Distinguish between right and wrong choices in a variety of morally challenging situations.  
Explain how wrong choices harm oneself and one’s loving relationships with God, with others and with all creation.  
- analysing the cause and effect of particular choices (e.g. stealing, cheating, lying, gossiping) using the Top Level Structure Strategy (A-Z Strategies)  
- recognising and recording the moral challenges of characters from texts such as books, films, multimedia (e.g. using the Standing at the Crossroads visual, Perspectives on Morality p.26)  
- listing top five moral challenges according to students’ own experiences (e.g. lying, teasing, gossiping, isolating others); collaboratively making judgements about what would be right and wrong choices for each of these moral challenges  
- exploring the use of conscience to make judgements about what is right and wrong in a variety of scenarios (e.g. finding a wallet on the ground; breaking a window, observing bullying behaviour)  
- using Drama Strategies A-Z Strategies (e.g. conscience alley, thought tracking), students portray possible responses to particular scenarios; other students indicate whether the behaviours are right or wrong using collaborative digital tools (e.g. stixy, typewith.me)  
- writing personal moral behaviour statements interpreted from selected quotes from
Proverbs (e.g. Proverbs 28: 1, 4, 5, 10, 12, 13, 14, 18, 26) and creating a multimedia presentation including words and images (e.g. "People who trust in themselves are foolish but those who live wisely are kept safe" Proverb 28:26) ... It is wise to turn to God for help.)

**Secondary:**

**Religious Knowledge and Deep Understanding**

Conscience is a judgement of reason that guides and provokes a person to do good and to avoid evil in a given context. Each person is obliged to follow their conscience which requires careful and lifelong formation.

Conscience formation for Christians entails not only consideration of facts, but is guided by prayer and reflection on the Word of God, the life and teaching of Christ, the witness and advice of others, and the authoritative teaching of the Church.

Judgements of conscience need to be reviewed. This interiority (i.e. moral mindfulness) is necessary as life often distracts people from any reflection, self-examination or introspection.

**Skills**

- Explain how the formation of conscience for Christians is guided by prayer and reflection on the Word of God, the life and teaching of Christ, the witness and advice of others, and the authoritative teaching of the Church.

- Articulate and justify a response to a contemporary moral issue, guided by key considerations in the formation of conscience for Christians.

- Reflecting on contemporary global and/or local moral issues (e.g. using the Action Reflection Strategy or the Examen or See Judge Act) guided by key considerations in the formation of conscience for Christians

**Religious Knowledge and Deep Understanding**

Believers pray for the environment. The Canticle of Creation is a prayer of praise for the creator God.

**Skills:** Participate with respect in a variety of personal and communal prayer experiences, including prayers for justice, peace and the environment. Analyse and explain the features of The Canticle of Creation (e.g. language, vocabulary, images, purpose, context, structures, patterns, style).

| Subsidiarity and Participation | **Primary:**
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<tr>
<td><strong>Religious Knowledge and Deep Understanding</strong></td>
<td>God’s plan is that people help each other to live safely and happily together. Societal laws are intended to be for the good of all.</td>
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**Skills**

- Identify connections between God’s plan for people to live safely and happily, as illustrated by Jesus’ teaching (e.g. The Golden Rule, Matthew 7:12//Luke 6:31), and their personal experience (e.g. at school, home, community).

- Explore their feelings and thoughts about societal laws (e.g. classroom, playground, family, safety) being intended for the good of all, rather than to meet individual wants and needs.

- Plan a prayer celebration – write invitations, prepare food, etc.

- Develop a class covenant that illustrates ways of living and working safely and happily together

- Developing rules for safe and happy outdoor play that protect the good of all

**Secondary:**
**Common Good**

**Lower Primary:**
*Religious Knowledge and Deep Understanding*

God’s plan is that people respect all life, especially human life. All people have a responsibility to pursue peace and justice out of respect for human life and all creation.

**Skills**
- Identify and express ideas about scriptural texts that illustrate peaceful and just actions or relationships.
- Make connections between scriptural texts about respecting human life and all creation and their own life experiences.
- Create a visual image of words that represent ways of acting justly and peacefully with human life and all creation.
- Identify behaviours, words and symbols that denote peaceful ways of acting.

**Upper Primary:**
*Religious Knowledge and Deep Understanding*

Christians believe that as God is relational in nature, so too people become fully human through the experience of community.

**Skills:**
- Communicate an understanding of the concept of ‘community’.
- Explain how living in community helps people reach their full potential.
  - listing examples of communities to which students belong and the reasons they belong
  - examining what makes a community (e.g. people coming together, sharing of skills and knowledge, contribution to the group, shared interests/beliefs/values, diversity and unity, roles, relationships and responsibility)
  - communicating an understanding of the concept of community, using the Frayer Concept Model Strategy, A-Z Strategies
  - creating a visual representation of their understanding of community (e.g. mosaic maker)
  - investigating the action of a group of people and decide whether or not it is an example of community (e.g. Brisbane floods, actions within the local area)
  - using a Consequences Wheel (A-Z Strategies) to respond to the question: If human beings did not live in community then ...” (Church Community Words and Actions, p.29)

*Religious Knowledge and Deep Understanding*

The wisdom of St Paul helps people understand about living in community.

**Skills**
- Identify some wise words from St Paul that help people understand about living in community.
- Make connections between the wisdom of St Paul about living in community and personal experiences (e.g. classroom, school, family, parish).
  - contributing actively to group discussions about St Paul’s ideas about living in community, such as Romans 1: 7 – 12, Romans 8: 28 – 29; 31 – 33, 2 Corinthians 13: 10 – 13, Philippians 2: 2 – 5, 14, Galatians 5:25 – 26, 6: 9 – 10, Colossians 3: 12 – 17, 20
  - identifying some wise words from St Paul’s letters (using a digital tool e.g. Wordle) that express his important messages about living in community
  - exploring language features and structure of letters from St Paul
  - exploring language features and structure of a contemporary email communication
  - comparing and contrasting the particular text features of a letter and an email to highlight methods of communication in the past and in contemporary society
  - rewriting letters from St Paul by summarising key messages and writing as a
contemporary email
• highlighting key messages from St Paul’s letters as a one sentence / two sentence ‘postcard’ message or SMS message

Secondary:
Religious Knowledge and Deep Understanding
Concern for the good of the community is a basic principle of Christian morality. According to Church teaching, personal gifts are meant to be at the service of others and of the common good. The good of the community can be protected and promoted in a variety of ways.

Skills
Analyse the Church’s teaching about the common good.
Investigate and present a variety of ways of protecting and promoting the common good.
Explore ways of serving the common good using personal gifts and talents.
• investigating the three essential elements of the common good (CCC 1905 – 1912): respect for the person; the social wellbeing and development of the group; and ensuring peace (the security and stability of society)
• identifying examples from school culture, policies and practices that protect the common good
• identifying marginalised groups within the school community and develop ways to demonstrate welcome and support (Religious Life of the School P-12, SJ 1.2)
• reflecting on current justice initiatives/actions within the school community (e.g. using the Action Reflection Strategy or the Examen or See Judge Act) based on the principle of concern for the good of community (Process for Reflecting on Action for Justice)
• developing questions based on elements of Church teaching about the common good; using a group strategy (e.g. Think: Whisper: Refine: Share Strategy) to refine and develop their ideas on how the question might be answered (e.g.
  • How does respect for others promote peaceful relationships?
  • In what ways are individuals in the community treated with equal dignity?
  • How can people show practical love for the wellbeing of the poor and marginalised in our community?
  • How can people act as responsible stewards of creation?) People of Justice, p. 20
• designing and undertaking a survey (e.g. survey monkey) to explore the different ways people might respond to a justice issue using their personal gifts and talents (e.g. designing a badge/logo; belonging to a justice group; writing a letter; giving a cash donation; discussing an issue with friends and family; creating a website); gathering and presenting the data from the survey; making judgements about the effectiveness of these strategies
• initiating justice projects that contribute to the good of the community (e.g. school, local, global) using personal gifts and talents (Religious Life of the School P-12, SJ 1.3)

Solidarity
Lower Primary:
Religious Knowledge and Deep Understanding
The Church community draws from the teachings and actions of Jesus (e.g. actions of Jesus: praying, forgiving and helping people in need; teachings of Jesus: love, justice and peace) to guide the way they live.

Skills:
• Identify key teachings and actions from Jesus’ life that guide the life of the Church community.
• Make connections between the ways members of the Church community live today and some teachings and actions of Jesus.
• Create a ‘big book’ about key teachings and actions of Jesus
• Construct a Y chart to show what particular teachings of Jesus look like, feel like and sound like (e.g. love justice and peace: Matt 21:25-28, Matt 18:15-20; Good Samaritan: Luke 10:25-37; Greatest Commandment Matt 22:34-40)

Upper Primary:
Religious Knowledge and Deep Understanding
The wisdom of Australian Catholic Christians, including lay people and religious orders (c.1900 CE to the present), helps people understand the work and movement of the Holy Spirit in this land (e.g. concern for the common good; works of mercy; challenging injustice; developing new ways of living the Catholic faith in Australia).

Skills:
• Analyse and explain how some Australian Catholic Christians help people understand the work and movement of the Holy Spirit in this land through diverse expressions of wisdom (e.g. Khoa Do - film; George Mung Mung - art; Donna Mulhern - peaceful activism).
• investigating the lives and wisdom of some Australian Catholic Christians (e.g. ”Spotlight on Australian Catholics” Christian Beliefs and Teachings, pp. 32-35)
• creating a visual response to the life and work of a contemporary Australian Catholic Christian

Secondary:
Leadership, Discipleship.