

# Curriculum Links

SA/NT

**Teacher Information**

There are a multitude of curriculum links to each diocese’s Religious Education curriculum. We have linked South Australia and Northern Territory because the curriculums are shared. 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](mailto: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**

Lower Primary:

- Researches the ways God is revealed in human experience, and focuses on the life and work of Jesus.
- Examines how Jesus revealed God in the way he lived, prayed and challenged people e.g. Jesus’ table fellowship and/or the miracles.

Upper Primary:

- Explores the Christian belief that God is revealed in the activity of the Holy Spirit: in creation, Church and human experience.
- Researches and presents aspects of God revealed in the First Testament, e.g. God as deliverer of justice.
- Researches ways that people live in community and demonstrates an appreciation of the interdependence of people and creation.
- Identifies and names the ways that different people reflect the “face of God” in friendship, reaching out to the disadvantaged or including others in their circle.

Upper Secondary:

- Examines Christian beliefs about a Trinitarian God and explains why Trinity is the basis for relationship with self, others and creation
- Examines the Apostles and Nicene Creeds, and the teachings of the Church, and discusses beliefs in the Trinity as the basis of faith, hope and love in the Christian life.

- Identifies ideals and values, like those of the Beatitudes and the parables, which are a foundation for discipleship and the Reign of God.
- Designs a needs analysis and negotiates strategies with a view to creating a more just society and extending the Reign of God.
- Researches and critically evaluates ways Christians are challenged to be a community of faith, hope and love for the world.
- Critically analyses the causes of structural injustice and demonstrates empathy with those marginalised and alienated in society, and works towards transformation of these structures.

## Achievement Standards

Examines an aspect of Catholic Social Teaching and, working in groups, collates data demonstrating how these teachings are applied in social situations.

### Dignity of the Human Person

Lower Primary:

- Responds to the belief that God's love for humanity contributes to a positive identity and self image.
- Explores the Christian belief that one's unique characteristics are God given and uses multi-media to name and express these characteristics
- Names people who love him/her and discusses how this love is expressed.
- Describes positive aspects of his /her identity as they are revealed in the context of the family and school/faith community.

Upper Primary:

- Researches ways that people live in community and demonstrates an appreciation of the interdependence of people and creation.
- Creates an artwork reflecting the belief that all people are made in the image of God.
- Plans, organises and writes a psalm of praise to show that humanity is an expression of God's creative love.
- Discusses how physical, social and spiritual changes occur in themselves and others, and assesses factors that contribute to individual, group and religious identity.
- Surveys media messages about human identity, and compares and contrasts these with Christian understandings.
- Evaluates the Church's mission to be an inclusive and celebrating Eucharistic community and explores the Church's work for religious unity and peace.
- Locates information on the roles of women and men in the ministry of the local Church, and evaluates social attitudes to women in a number of religious traditions and in contemporary society.
- Identifies social justice issues in the local community and plans positive actions to address these issues.
- Examines the media and selects and critically reflects on justice issues (e.g. land ownership) in the light of Christian teaching and values
- Researches and names moral values that are grounded in Jesus' teaching, and applies these values to current ethical issues.
- Identifies contemporary ethical attitudes as portrayed in multi-modal texts e.g. stereotyping of gender, race, religion, and critiques these in the light of Christian values

Secondary:

- Appraises the Christian belief that human persons are created in the image of God, and reflects critically on inclusive issues such as disability, gender and ethnicity.
- Identifies that human persons are created in the image of God, and publishes statements of beliefs about relationships
- Researches and identifies local and global attitudes that fail to acknowledge that all human persons are the image of God (e.g. attitudes to women, refugees and persons with disabilities).

- Researches print data and creates a poster to support the statements, 'Human beings are essentially good' and 'Human nature needs God's help/grace'

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### Stewardship of Creation

#### Lower Primary:

- Begins to recognise God's presence in all of creation through their experience of awe and wonder.
- Demonstrates an increasing awareness of the consequences of individual actions and discusses some of the values underpinning Christian ethics.
- Identifies the positive and negative impacts of actions on local and global situations.
- Identifies values in the words and actions of Jesus and applies these values to his/her life in the home, school and community.
- Presents a dramatic scenario showing how actions have consequences and finds links to the teachings of Jesus.
- Develops a sense of responsibility for God's gifts of creation.
- Considers issues related to care of the earth and names God as the source of creation.
- Demonstrates an awareness of individual and group responsibility for plants, animals and places, discovering all as created by God.
- Imagines and describes future scenarios in which all people take responsibility for the care of the earth.
- Demonstrates an understanding of the importance of caring for the environment by planning and developing strategies to address one local environmental issue.
- Identifies the interdependence of living and non-living things.
- Experiments with a variety of ways to communicate the Creation stories using language, ICT, drama or art.

#### Upper Primary:

- Explores the Christian belief that God is revealed in the activity of the Holy Spirit: in creation, Church and human experience.
- Activities: Uses a variety of media to describe and present examples of God's creation, e.g. the beauty of a sunset, the miracle of birth.
- Researches and presents aspects of God revealed in the First Testament, e.g. God as creator.
- Researches ways that people live in community and demonstrates an appreciation of the interdependence of people and creation.
- Develops a mind-map in order to demonstrate an understanding of the interdependence of all creation
- Explores the formation of an informed conscience as it draws upon Scripture, Church, family, peers, reflection and prayer.
- Outlines a strategy for effective decision making and critically assesses the role of an informed conscience.
- Examines personal actions, newspaper articles and TV programs and collates information to illustrate the effect of decisions on individuals and society
- Evaluates and explains the importance of prayer and reflection in making responsible decisions
- Researches and names moral values that are grounded in Jesus' teaching, and applies these values to current ethical issues.
- Works collaboratively to examine a range of attitudes to a current ethical issue e.g. care of the environment, and plans a practical response

#### Secondary:

- Researches and reflects on how religious beliefs in general, and Catholicism in particular, inform such understandings as God, salvation, afterlife and the origin, purpose and meaning of human life.
- Identifies core beliefs about God in the Catholic Tradition, and focuses on one belief for a detailed presentation (e.g. God's presence in creation)
- Designs a survey to collect data about diverse attitudes to creation and displays responses
- Uses technology to research and present diverse creation stories and theories, and discusses what these reveal about the experience of the sacred. (Link – Aboriginal dreamings)
- Demonstrates an understanding of the concepts of freedom, sin, rights and responsibility in relation to the common good and the Reign of God.
- Uses drama to present moral dilemmas and analyses how personal choices impact on the lives of others.
- Upper Secondary: Explores the Holy Spirit as the Life-giver who renews all of creation and applies research to an environmental issue.
- Evaluates the claim that an informed conscience is necessary for responsible moral choices by individuals and groups.
- Reflects on and presents a flow chart depicting processes involved in developing an informed conscience.
- Presents arguments for and against the notion that people should be allowed to do whatever they like as long as no one gets hurt

### **Achievement Standards**

Examines an aspect of Catholic Social Teaching and, working in groups, collates data demonstrating how these teachings are applied in social situations.

### **Subsidiarity and Participation**

Lower Primary:

- Identifies with and participates in the Catholic school/parish community, being involved in parent nights and graduation liturgies.
- Identifies special people, symbols, rituals and places associated with the Catholic community to develop a sense of Catholic identity.
- Reflects on local community groups and discusses their role and purpose
- Shares information about roles and responsibilities in his/her family and as a member of God's family; Interacts with members of the local parish community and reflects on the roles of women and men in that community.
- Begins to demonstrate an awareness that choices have consequences for themselves and others.
- Developing class rules and consequences
- Demonstrates an increasing awareness of the consequences of individual actions and discusses some of the values underpinning Christian ethics.
- Demonstrates an understanding of simple decision making procedures
- Works in groups to consider the purpose and value of rules and demonstrates how these might be developed to build community

Upper Primary:

- Researches ways that people live in community and demonstrates an appreciation of the interdependence of people and creation.
- Analyses class rules to show how they can foster positive relationships.
- Discusses how physical, social and spiritual changes occur in themselves and others, and assesses factors that contribute to individual, group and religious identity.
- Identifies his/her contributions to family, school, Church and local community, and produces a written text explaining how this is valued by others e.g. Y-charts, comic strip
- Engages with the decision making process and begins to reflect on the role of conscience.
- Designs a flow chart that shows a decision making process.

- Listens to, negotiates and co-operates with peers and adults and takes an active role in making decisions to achieve common goals.
- Examines and shares how the First and Second Testaments are key sources of ethics in the Christian tradition.
- Generates a set of class rules based on Jesus' 'golden rule' – "In everything do to others as you would have them do to you." (Matthew 7:12).
- Researches and names moral values that are grounded in Jesus' teaching, and applies these values to current ethical issues.
- Reviews school and home rules to determine how they affect relationships and community

Secondary:

- Demonstrates an understanding of the concepts of freedom, sin, rights and responsibility in relation to the common good and the Reign of God.
- Uses drama to present moral dilemmas and analyses how personal choices impact on the lives of others.
- Evaluates the claim that an informed conscience is necessary for responsible moral choices by individuals and groups.
- Examines particular challenges of a community e.g. leadership, growth, crime, and offers solutions to these which respect the needs of individuals, minorities, and the group as a whole.
- Presents arguments for and against the notion that people should be allowed to do whatever they like as long as no one gets hurt

### Achievement Standards

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**Common Good**

Lower Primary:

- Researches the ways God is revealed in human experience, and focuses on the life and work of Jesus.
- Listens to stories about the way Jesus befriended outsiders and discusses strategies for maintaining an inclusive classroom.
- Begins to develop an awareness of God's love through trusting relationships.
- Learning involves children: • exploring family trees • making a friendship collage • celebrating Mothers Day/Fathers Day/Grandparents Day • reading stories about different families • painting and labelling pictures of their family and friends.
- Responds to the belief that God's love for humanity contributes to a positive identity and self image.
- Observes and records the various ways people relate to each other in the school community and names ways to nurture positive relationships.
- Explores the qualities of friendship and contributes to a collage that reflects these qualities.
- Shares ways they can show love and help others as Jesus did.
- Learning involves children: • miming appropriate Scripture stories • role playing with play boxes/puppets • creating flannel board stories • tracing their hands and recording ways to help others • making a 'we share' poster • role modelling appropriate behaviour.
- Researches and shares how living in friendship with Jesus means expressing special qualities such as respect, care and forgiveness in relationship with others.
- Dramatises stories about Jesus and his friends and relates them to his/her experiences of friendship.
- Explores the significance of friendship and in groups, lists some of the qualities of friendship.
- Begins to demonstrate an awareness that choices have consequences for themselves and others.
- Demonstrates an increasing awareness of the consequences of individual actions and discusses some of the values underpinning Christian ethics.

- Identifies Gospel stories where Jesus befriended outsiders and discusses implications for today
- Describes and communicates how good relationships affect the well being of others and demonstrates positive ways to counter harassment or resolve conflict.
- Begins to recognise unfairness and explores ways of helping others.
- Learning involves children: • naming fair and unfair behaviour • brainstorming the ways they can help each other in the pre-school • listening to people in the community who help others • working in co-operative play and activity groups.
- Identifies values in the words and actions of Jesus and applies these values to his/her life in the home, school and community.
- Gives practical examples of supporting and caring for others

#### Upper Primary:

- Explores the Christian belief that God is revealed in the activity of the Holy Spirit: in creation, Church and human experience.
- Researches and presents aspects of God revealed in the First Testament, e.g. God as friend.
- Researches ways that people live in community and demonstrates an appreciation of the interdependence of people and creation.
- Identifies and names the ways that different people reflect the “face of God” in friendship, reaching out to the disadvantaged or including others in their circle.
- Celebrates past and present friendships.
- Composes a prayer of confidence in God’s loving help to maintain positive relationships.
- Discusses how physical, social and spiritual changes occur in themselves and others, and assesses factors that contribute to individual, group and religious identity.
- Researches stories in Scripture and the Tradition and shares examples of people who treated others with love and care. Discusses how these actions contribute to the present and future community.
- Examines the lives and teachings of key figures in the Judeo – Christian traditions and explores discipleship in the lives of contemporary people.
- Examines art works and texts related to the ministry of Jesus (Mt 8), identifies how Jesus befriended outsiders, and critically reflects on the concept of inclusivity.
- Identifies social justice issues in the local community and plans positive actions to address these issues.
- Critically analyses the school harassment policy and summarises how it contributes to the common good of the school community
- Explores ways in which diverse cultural groups can work together to create a society that is good for all people.

#### Lower Secondary:

- Appraises the Christian belief that human persons are created in the image of God, and reflects critically on inclusive issues such as disability, gender and ethnicity.
- Critically examines the texts of Genesis (in the light of the belief that women and men are created to grow in mutuality and equality) and develops strategies to counter discrimination and stereotyping in the community
- Examines contemporary moral issues in the light of two or more religious traditions, and identifies common values underpinning different religious and cultural practices, such as honesty, compassion and respect.
- Assesses the positive benefits of practising kindness, loyalty and forgiveness as taught by Jesus.

#### Upper Secondary:

- Examines Christian beliefs about a Trinitarian God and explains why Trinity is the basis for

relationship with self, others and creation Researches teachings about the Trinity and discusses equality, mutuality and love as the basis of all relationships.

- Critically reflects on faith as a personal and communal response to the human search for meaning and purpose in the context of a world that is both sinful and graced.
- Reflects on the diversity of relationships in his/her life and analyses how they contribute to personal meaning and identity.
- Identifies ideals and values, like those of the Beatitudes and the parables, which are a foundation for discipleship and the Reign of God.
- Presents a drama that reflects integrity, selflessness, honesty and trust in human relationships.
- Demonstrates an understanding of the concepts of freedom, sin, rights and responsibility in relation to the common good and the Reign of God.
- Observes local and global communities and critically assesses how individuals and communities contribute to the common good and promote the Reign of God.
- Examines the social and moral teachings of the Church and evaluates examples of these teachings in the light of the lived experience of the faith community.
- Identifies some key values in Church teaching on friendship and relationship.

### **Achievement Standards**

Examines an aspect of Catholic Social Teaching and, working in groups, collates data demonstrating how these teachings are applied in social situations.

### **Solidarity**

Lower Primary

- Researches the ways God is revealed in human experience, and focuses on the life and work of Jesus.
- Examines how Jesus revealed God in the way he lived, prayed and challenged people e.g. Jesus' table fellowship and/or the miracles.
- Shares stories that illustrate that God's love is always present and reflects on ways he/she can show love to others.
- Researches and shares how living in friendship with Jesus means expressing special qualities such as respect, care and forgiveness in relationship with others.
- Uses examples to explain the term 'discipleship'.
- Reflects on his/her life and describes some recent choices that show love and discipleship.
- Defines goals and intentions for future living that reflect Jesus' message of love and shares these through art, roleplay or writing

Upper Primary:

- Catholic schools engage in the mission of evangelisation... through Witness.... by being present ... through solidarity
- Examines early Christian beliefs about God being revealed in the person and work of Jesus Christ and reflects on the implications of these beliefs for his/her life.
- Discusses how physical, social and spiritual changes occur in themselves and others, and assesses factors that contribute to individual, group and religious identity.
- Identifies and roleplays strategies for coping with and resolving conflict in relationships; and celebrates these in a class prayer service.
- Examines the lives and teachings of key figures in the Judeo - Christian traditions and explores discipleship in the lives of contemporary people.
- Presents evidence from the life of a contemporary person to show how he/she fulfils the criteria for Christian discipleship.
- Investigates and shares ways that people, past and present, express commitment to Jesus by being faithful to his vision of the Reign of God.
- Examines the life and ministry of Jesus and discusses the qualities and values of Jesus which are examples for Christians in the world today.

- Identifies social justice issues in the local community and plans positive actions to address these issues.
- Envisages and records ways that the school community could work together to create a better world.

Secondary:

- Critically reflects on faith as a personal and communal response to the human search for meaning and purpose in the context of a world that is both sinful and graced.
- Demonstrates an understanding of hope and discusses how this virtue transforms reality for both the individual and the community
- Evaluates change and continuity in the historical story and mission of the Church as it evolves in relationship with world religions, cultures and communities.
- Creatively constructs a profile of the leadership and work of the Pope, bishops, priests, religious and laity
- Identifies ideals and values, like those of the Beatitudes and the parables, which are a foundation for discipleship and the Reign of God.
- Examines the values embedded in the Beatitudes and parables as the basis of discipleship, and applies them to contemporary situations

### **Achievement Standards**

Examines an aspect of Catholic Social Teaching and, working in groups, collates data demonstrating how these teachings are applied in social situations.