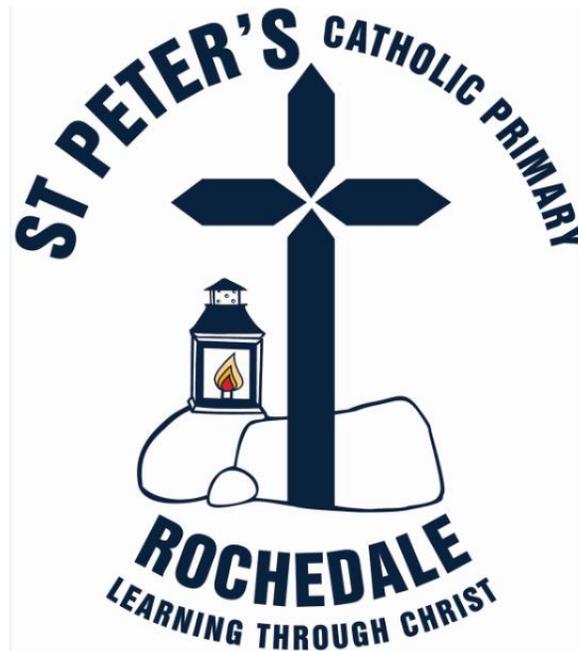


RELIGIOUS EDUCATION PROGRAM

St Peter's Primary School Rochedale

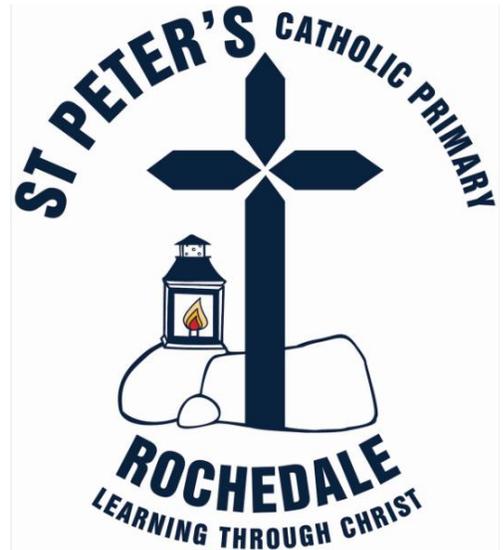


St Peter's Rochedale

Introduction

St Peter's School is a co-educational Catholic Primary School established in 1976 by the Presentation Sisters. Rochedale is on the Southern side of Brisbane. As an area, it has gradually been transformed from a rural market garden setting to a more urban suburb. It has traditionally been known as a "rural school in a city setting". Our students come from Rochedale, the broader Logan area and southern areas of Brisbane. The school is part of the of St Peter's Catholic Parish which belongs to the Brisbane Catholic Archdiocese. St. Peter's has a current full-time enrolment of approximately 520 students from Prep through to Year 6.

The school provides an authentic experience of Catholic Christian community. The Religion curriculum and Catholic Religious Life promotes Gospel values through a knowledge of Jesus and our patrons St Peter, Nano Nagle and St Mary of the Cross MacKillop.



Learning through Christ

- Jesus:** The **Cross** represents Christ who is central to our Catholic community of faith.
- St Peter:** The **Rock**, reminds our community that St Peter was the Rock on which the church was built.
- Nano Nagle:** The **Lantern** draws our community's focus to the work of Nano Nagle the founder of the Presentation Sisters to bring the light of Christ to others especially the poor.
- Mary MacKillop:** Australia's first Saint is a patron of our school. She lived a life of service to and education of others.

At St Peter's, we are a Community in Faith, a Community in Learning and a Community in Peace.

St Peter's Rochedale

Element One – Students and Community

St Peter's Religious Education Program is responsive to the needs and religious backgrounds of students and the contemporary contexts for learning in the religion classroom.

DEMOGRAPHICS:

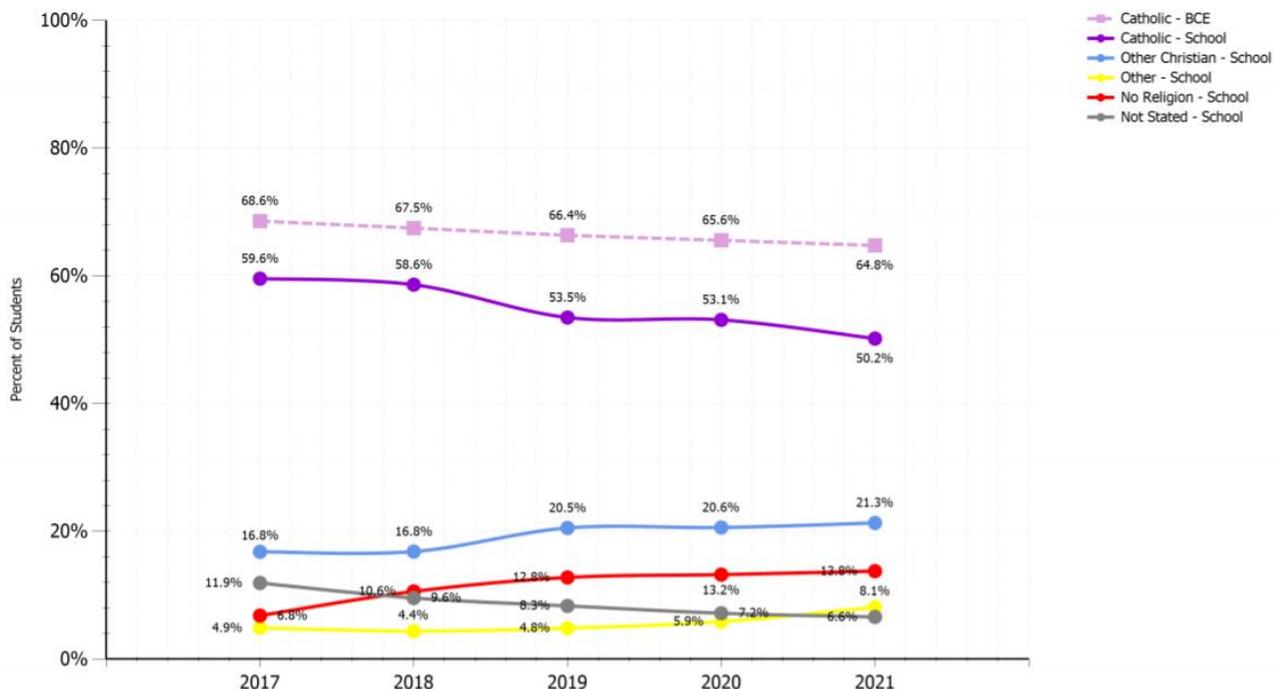
The St Peter's school community reflects a diverse social context and is becoming increasingly culturally diverse with 101 students from families with English as an additional language and 5 Aboriginal and Torres Strait Islander students in 2021.

In a Snapshot

- In 2021, 50.1% of students are identified as Catholic below the BCE average of 64.8%
- Since 2015, there has been an increase in the number of families indicating they are of other Christian backgrounds, other religions or have no religion
- 40.1% of parents are Catholic which is below the BCE average of 53.1%
- 82.5% of Staff are Catholic which is close to the BCE average of 80.7% in 2021
- All classroom teaching staff have Accreditation to teach Religion in a Catholic School or Interim Accreditation to teach Religion. Since 2015, 5 teachers have completed REAP, IFE courses or Masters level study at ACU to gain full accreditation and 2 have commenced their study in 2021
- In 2018, only 25.53% of teachers had full Accreditation which has increased to 81.4% in 2021



St Peter's Rochedale



St Peter's Religion Program takes into consideration the demographics of the students, their families and the local community.

This may be seen in:

- Information about the religious background of students is accessed and considered when planning units of work.
- Sharing information in the school newsletter and social media platforms to ensure that all members of the community who wish to share and celebrate our Catholic Christian faith feel welcome and respected in their own faith journeys, through opportunities to engage in religious celebration.
- Parent information is shared on the school website to expand parent's knowledge of the Religion curriculum.
- A Reconciliation Action Plan Team (R.A.P. Team) plans for the inclusion and celebration of Aboriginal and Torres Strait Islander Culture with acknowledgement of country at the beginning of each assembly and NAIDOC Week celebrations.



St Peter's Rochedale

VISION FOR RELIGIOUS EDUCATION

St Peter's School shares and promotes the Vision for Religious Education articulated by Brisbane Catholic Education and the wider church. This vision includes the two dimensions of formation: of student's religious literacy and their personal faith.

The schools and colleges of the Archdiocese of Brisbane aspire to educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.
(Catholic Education Archdiocese of Brisbane, 2013, p. 10)

Within the context of the Catholic School, the purpose of Religious Education is to teach students about the Catholic religion and to teach them to be religious. Through the Religious Education Program, students are offered access to a faith tradition that is rich and life-giving. The development of the child's spirituality is central to our mission. The School and Parish work together to foster the Parish Sacramental Program.

St Peter's provides an authentic experience of Catholic Christian community promoting gospel values within our school and the wider community. With St Peter as our patron and model, we also nurture the values and charism of Nano Nagle, founder of the Presentation Sisters and Mary MacKillop, first Australian Saint and patron of the Archdiocese of Brisbane. These disciples of Jesus provide us with a model of living our life with the compassion and hospitality and a sense of social justice

Evidence of this is shown by

- The Vision for Religious Education can be found on the St Peter's School website. <http://www.stpetersrochedale.qld.edu.au/curriculum/Pages/Religious-Education.aspx>
- The Vision for Religious Education is used as a starting point during curriculum planning.
- The Vision for Religious Education is focused on periodically during professional learning.

CONTEMPORARY CONTEXTS OF SCHOOL RELIGIOUS EDUCATION

At St Peter's School, recognition is given to the four contexts identified as having significant impact on Religious Education in contemporary Catholic schools. They are the **Societal Context, Ecclesial Context, Educational Context and Digital Context.**

St Peter's Rochedale

Societal Context

We are a Catholic school whose enrolment is reflective of the broader society with families from Catholic, other Christian and other religions represented in our enrolment. There is a clear articulation in our vision that St Peter's is a community in Faith, a Community in Learning and a Community in Peace. St Peter's curriculum is shaped by the Australian Curriculum. Students whose families are of faiths other than Catholic access all curriculum learning areas, including Religion and are encouraged to share their experiences and views and these are respected.

This may be seen in:

- Informing parents of the Religious Education program at St Peter's School:
 - During the enrolment process
 - During Prep Orientation days
 - At parent information evenings at the beginning of each year
 - At Parish Sacramental Information sessions
 - Through the school newsletter
 - Published on our Parent Portal
- School positive behaviour for learning expectations
- Acknowledgement of Country at the beginning of each assembly and during significant events such as NAIDOC week
- Immersing students in a global world through raising awareness and funds to support Catholic social justice agencies including Caritas, Catholic Mission and St Vincent de Paul.



Ecclesial Context

As part of the broader church St Peter's school has a particular ministry to educate and evangelise in a Catholic tradition.

Liturgical events and the celebration of the Eucharist is coordinated with the Parish. Our charism and patrons are recognised and celebrated throughout the school year. Students are encouraged to participate in the sacramental program.

Our challenge at St Peter's School is to engage an increasing number of students and their families with the tradition, language and culture of the Church. We seek to provide opportunities for families to engage with the Catholic Christian tradition.

St Peter's Rochedale

This may be seen in:

- Inviting school community to attend school and class Masses/ Liturgy of the Word and prayer assemblies.
- Weekly prayer assemblies led by individual classes.
- Staff and family participation in parish Sacramental programs.
- Promoting Parish activities, for example Sacramental programs, Family Mass each term, Parish Youth events, Lenten programs, St Vincent de Paul appeals.
- Year level class Masses (Year 3-6) and year level Liturgies of the Word (Prep-2).
- School Masses and Liturgy of the Word celebrated for significant events such as the Beginning of school year Mass, Ash Wednesday, Easter, ANZAC Day, St Peter's Feast Day, St Mary of the Cross MacKillop Feast Day, Year 6 Graduation and the Conclusion of the school Year.
- Classroom sacred spaces reflective of the liturgical year.
- Weekly staff prayer opportunities



Educational Context

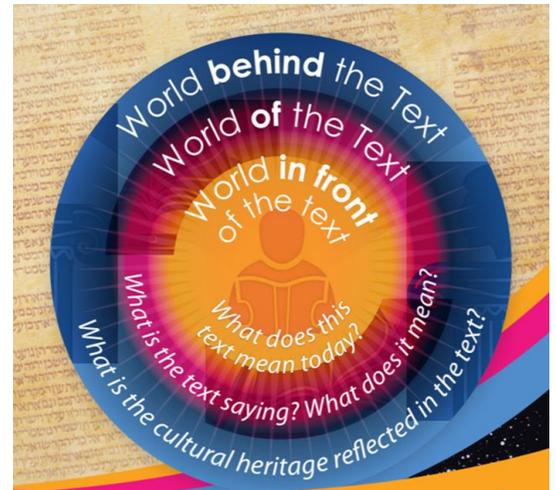
St Peter's is guided by the RE Curriculum (2013) which is the curriculum of the Brisbane Catholic Archdiocese.

RE units are designed as short cycle learning plans, where students respond to an inquiry question. Students are encouraged to be critical in their learning journey, to investigate, create and communicate their learning and personal understandings.

St Peter's Rochedale

When teaching scripture in religious education, teachers use a Three Worlds of the Text approach where students learn about the story and events (World of the Text), context of the time (World behind the Text) and how the message of the text relates to life today (World in front of the Text).

When planning, The Religious Education Curriculum is approached just as other learning areas (i.e., English, Mathematics and Science). Student knowledge, understanding and skills are assessed, and progress is reported to parents just as other subjects of the curriculum.



This may be seen in:

- Quality planning for learning and teaching.
- Making links to other curriculum areas where possible.
- Quality assessment and reporting.
- Continuing professional development for teaching staff.
- Reflecting on the model of pedagogy during planning.
- Incorporating digital technologies into teaching and learning in Religious Education.
- Articulating intentional links between the Religious Life of the School and classroom teaching of Religion.
- Learning Intentions and Success Criteria are developed from the Religion curriculum and communicated to parents each term.

Digital Context

St Peter's School seeks to engage students in the critical, creative and responsible use of digital learning tools, with a particular focus on developing knowledge and skills to be a responsible digital citizen. This enables them to express their learning ways that is motivating and engaging for the students.

This may be seen in:

Students utilise iPads and laptops to research communicate, collaborate and create.

- Use of interactive whiteboards and data projectors in all classrooms.
- Demonstration of learning by the students using digital technology.
- Teachers and students use Bible Gateway and other appropriate online Bible tools.

St Peter's Rochedale

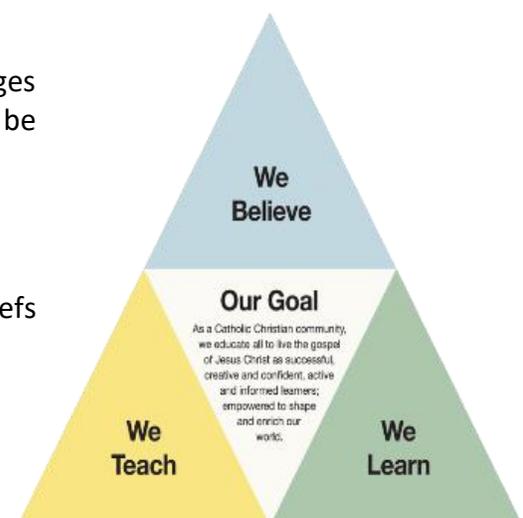
- www.FreeBibleimages.org provides digital representations of Scripture
- Teachers use the Ways to Pray Calendar to access activities to support the Religious Life of the School.
- Appropriate ICLT user policy completed by all students.
- Teachers access the BCE curriculum online and other digital resources including The BCE Library/ResourceLink.



Beliefs about Learners and Their Learning

The BCE Learning and Teaching Framework (2012) explains some key messages that are foundational to how the Religion Curriculum P-12 is intended to be implemented at St Peter's School.

The St Peter's School Vision for Learning (2014) illustrates the values, beliefs and practices held in common by the St Peter's School staff:



St Peter's Rochedale

St Peter's Vision for Teaching and Learning

COMMUNITY RELATIONSHIPS

We value positive healthy relationships based on respect, gospel values and celebration of diversity.

- *Students, staff, parents, parish and community members work in partnership*
- *Honest, open communication*

OUR LEARNING ENVIRONMENT

We learn best when our environment nurtures engagement that is responsive and flexible. We consider:-

- *Time Management*
- *Physical Surroundings*
- *Social Interactions*
- *Cultural Inclusiveness*
- *Cognitive Development*

LEARNING FOR LIFE

We believe in a diverse lifelong learning process that engages all and encourages success.

- *Reflective Practices*
- *Differentiated Curriculum to cater for diversity*
- *Collaborative Planning based on data*

INDIVIDUALITY

We acknowledge the unique and diverse capabilities of each individual.

- *Effort, achievement and excellence are celebrated*
- *Personalised paths incorporating contemporary practices*

OUR CATHOLIC FAITH

Supported by the connections with the parish and wider community, our Catholic beliefs shape and inspire who we are and who we want to be.

- *Modelled on the teachings of Jesus*
- *Influenced by the charism of Nano Nagle, St Peter's and St Mary of the Cross, MacKillop*

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This may be seen in:

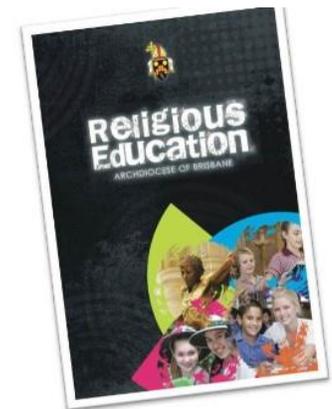
- Religion curriculum is planned collaboratively including all appropriate key stake holders to address the differentiated needs of each learner (APRE, class teachers, STIE, PLL)
- Adjusting the way in which students are taught and the means through which they demonstrate their learning, including the provision for multiple opportunities.
- Differentiated learning tasks and assessment such as providing students with additional time, resources, and support.
- Making adjustments for assessment when planning units of Religion to enable all students to demonstrate their learning, including planned opportunities for students to achieve above the standard.

Collaborative Planning

Teachers engage in collaborative planning within Year levels. Learning Intentions and Success Criteria are identified when developing units of work using the Year level standard and content descriptors from the Brisbane Catholic Education Religion Curriculum.

Planning Processes

- A scope and sequence has been developed to ensure we cover all content across a year for each year level. This was updated in 2020 to reflect the revised Core and Complementary Scripture.
- Identify Learning Intentions and Success Criteria from the Religion Curriculum Year level standard and content descriptors.
- Identify possible formative and summative assessment opportunities that allow students an opportunity to demonstrate at the standard and beyond.
- Develop a short cycle teaching and learning sequence using an inquiry process.
- Adjustments for learners are considered and recorded.
- Students receive feedback throughout the unit.
- Teachers moderate student work samples to ensure consistency of student achievement across the year level.
- Teachers review and annotate assessments.
- Consistency of Teacher Judgement processes occur both within the school and with other local Catholic schools.
- A review of unit plans takes place after the completion of the teaching and learning sequence.



St Peter's Rochedale

Impact of System Initiatives on Religious Education

Strengthening Catholic Identity

St Peter's aims to be a contemporary Catholic Primary School where Christ's message is expressed in relevant and meaningful ways to students. This requires us to reflect carefully on the way the Catholic Identity of our Primary School is expressed and communicated. The Leuven Project and Recommendations provide a process and direction to enhance the Catholic identity of our Primary School that is timely, strategic, proactive, ecclesial, educational and grounded in scholarly theology, that involves reflecting, and acting upon a range of data and recommendations.

In 2016 a Catholic Identity Committee was formed to engage in a process of renewal of many aspects of the Religious Life of the School and the Religious Education Curriculum. The committee met to investigate and discuss the quantitative Leuven data for our Primary School during 2016 and a Catholic Identity Plan was developed in consultation with staff, the Principal, APRE, Brisbane Catholic Education Catholic Identity Education Officers. A 3-year framework was developed to link our mission and vision of the school to our 3 patrons in the areas of:

- Catholic Identity and Mission - Enriching our witness!
- Catholic Identity and Formation - Forming our staff and students!
- Catholic Identity, Learning and Teaching - Shaping our curriculum!
- Catholic Identity and Culture - Growing our communities!

This plan is updated annually and reviewed every 3 years and informs the school's Annual Plan, connecting with a number of Key Actions to support the Strategic Plan for the next three years to guide all members of the Primary School community in strengthening and enhancing our Catholic Identity.

Catholic Perspectives

In 2018 St Peter's formed an Implementation team to lead School-Wide Relationships and Sexuality Education from a Catholic Perspective. After the team attended professional learning opportunities, a Relationships and Sexuality Education Annual Plan was developed with a focus on Staff Formation and Professional Development for Staff in 2019. In 2020, Catholic Perspectives began to be embedded in the Health Curriculum and these goals are now part of the ongoing Catholic Identity plan. Communication with parents about embedding Catholic Perspectives occurs regularly via school newsletters, parent nights and year level curriculum updates throughout the year.

St Peter's Rochedale

Element Two –

St Peter's School's Structure and Organisation of Religious Education

St Peter's School Rochedale's Religious Education Program articulates a Catholic view of learning and teaching and is structured around the Model for Religious Education. St Peter's School shares and promotes the Vision for Religious Education articulated by Brisbane Catholic Education and the wider church, to teach students about the Catholic religion and to teach them to be religious in the Catholic faith tradition. Through the Religious Education Curriculum, students are offered access to faith development that is rich and life-giving. Nurturing spirituality is central to our mission and the School and Parish work together with Families to grow in faith, learning and peace.

At the School Level

At St Peter's School, a Catholic view about learning and teaching is reflected in both dimensions of Religious Education, namely, the classroom teaching and learning of Religion and the Religious Life of the School. 'Learning Through Christ' is our school motto that recognises that our Catholic School is centered around the teachings and actions of Jesus. Jesus' life, death and resurrection offers a world view of hope for each individual to live life to the full. Founded by the Presentation Sisters in 1976, St Peter's focuses on students growing academically, displaying a love of learning, and forming spiritually, to be able to transform and enrich our world.

A Community in Learning:

Through the Brisbane Catholic Education Religion Curriculum, students participate in 30 minutes each day of teaching and learning activities to develop their religious Knowledge, Understanding and Skills. The curriculum is organised into four, interrelated strands: Beliefs, Sacred Texts, Church and Christian Life. Parents can access each term's learning focus for their child by reading the 'Curriculum Capers' updates on the Parent Portal.

A Community in Faith:

Faith is celebrated and shared through the Religious Life of the School. Students, staff and families have regular opportunities to gather for prayer. Each class participates in daily prayer and we gather as a whole school community each Friday to begin school assembly with prayer. Students are exposed to a variety of prayer experiences, including being taught traditional prayers as part of their Year Level Religion Curriculum. In partnership with our Parish, we gather regularly for mass as a class or whole school to celebrate in the church. All families are invited to join in these moments of prayer. Preparation for students to receive the Sacraments of Initiation is coordinated by the parish and students are supported in their preparation by the school.

St Peter's Rochedale

A Community in Peace:

We live our faith by showing Gospel values in our relationships and social justice initiatives. Following the example of Jesus and our patrons Nano Nagle and St Mary of the Cross MacKillop, we aspire to realise God's plan that people help each other to live safely and happily together for the goodness of all. Through our partnership with St Vincent de Paul, Caritas Australia we have opportunities throughout the year for fundraising activities to help those in need globally and locally. The St Peter's community also value and respect diversity and promote sustainable practices to care for the environment.

This may be seen in:

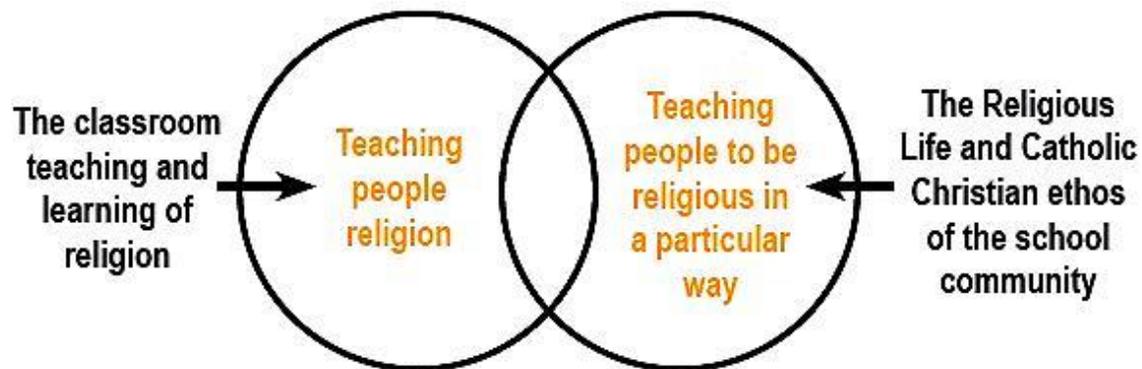
- Teachers are expected to cover all mandatory requirements in their planning, teaching, assessment and reporting of the Religion Curriculum.
- Year level units of work are planned to reflect events and activities that enhance the religious life of the school where appropriate to the student learning and assessment of achievement standards.
- Year level scope and sequence are annually audited and monitored.
- Timetabling of Religion is regularly monitored by the Leadership Team to ensure the learning entitlement of curriculum time allocation (2.5hrs per week).
- Prayer assemblies and year level Liturgies of the Word often use one of the core scriptural texts for the term, highlighting the connection between the classroom teaching of Religion and the Religious life of the school.



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St Peter's School's Religious Education Program is structured around the Model for Religious Education

Model for Religious Education



Religious Education at St Peter's School is organised around the Model for Religious Education (Catholic Education Archdiocese of Brisbane, 2013, p. 11). This model shows the distinct and complementary roles of the classroom teaching of the learning area **Religion** and the **Religious Life of St Peter's School** (Congregation for Catholic Education, 1988, para. 70; Moran, 2007)

The school Religion program draws its content from the Religion Curriculum P-12 (Catholic Education Archdiocese of Brisbane, 2013, pp. 20 – 180) and is organised at St Peter's School through Year Level Scope and Sequences and Unit Plans.

The distinctive nature of the religious life of St Peter's is organised through our regular practices such as:

- Our school 'ROCKS' rules are designed to guide relationships and determine how we should treat ourselves and others based on the teachings and actions of Jesus, St. Peter, St Mary of the Cross Mackillop and the foundress of the Presentation Sisters, Nano Nagle.
- Our weekly parish masses are regularly attended by classes in Years 3-6
- The Parish based weekly children's mass allows students to reflect on, celebrate and share our school's unique Catholic Christian identity
- Rostered, regular year level masses and early years Liturgy of the Word
- Our school sport house teams are named after significant people who help shape the school identity – Nagle (Nano Nagle – foundress of the Presentation Sisters), Enright (Fr Rollo Enright – first parish priest), Parry (Sister Vicki-Anne Parry – first school principal) and Murray (Jan Murray – one of the longest serving teaching staff).
- Implementing our fundraising policy which gives preference to our Catholic agencies.
- Encouraging students to instigate responses to issues raised as a result of their studies.

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- Masses and liturgies, which link the classroom teaching of religion to the religious life of the school.
- Year 6 leadership projects in which students participate in prayer and actions of justice to strengthen their faith through religious practices.
- Wellbeing week activities provide opportunities to include an element of spirituality



St Peter's School's Religious Education Program identifies and articulates how entitlement to learning in the Religion Curriculum P-12 reflects a reconceptualist approach and is ensured through flexibility in offerings, effective timetabling and time allocation.

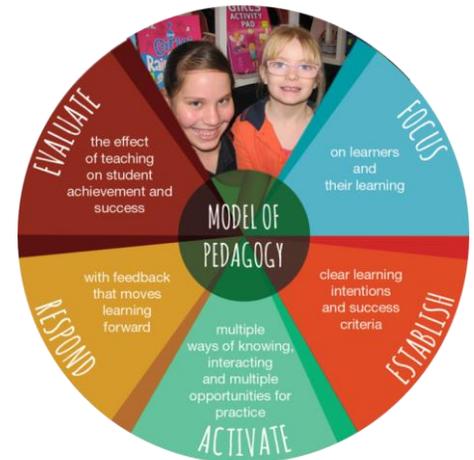
At St Peter's School, teachers use a reconceptualist approach to Religious Education. The delivery of our Religious Education Program operates from an education framework rather than a catechetical framework. Teachers embrace a pedagogy that avoids presumptive language and assumptions about student's faith development based upon their particular religious affiliation. St Peter's School embraces the principles of Visible Learning to improve learning outcomes for all of our students. Our Religious Education program uses these principles in conjunction with the BCE model of pedagogy to the teaching of Religion. Five practices provide a common language for planning and reflecting on learning and teaching in the religion classroom: focusing on learners and their learning; establishing clear learning intentions and success criteria; activating multiple ways of knowing, interacting and opportunities to construct knowledge; responding with feedback to move learning forward; and evaluating learning with students as activators of their own learning and resources for others.

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Powerful Pedagogies

The pedagogical practices embedded in the BCE Model of Pedagogy (2012) are consistent with a reconceptualist approach. At St Peter's, the Model of Pedagogy is embedded into our unit planning proformas, including those used for the planning for the classroom teaching of Religion:

- Focusing on learners and their learning
- Establishing clear learning intentions and success criteria
- Activating multiple ways of knowing
- Visible Learning for students to know what they are learning and can self-monitor.
- Responding with feedback to move learning forward
- Evaluate learning with students as activators of their own learning and resources for others



Model of Pedagogy (BCE, 2012)

Student's Entitlement at St Peter's

The students of St. Peter's are entitled to a rigorous, relevant and engaging learning program from the Religion Curriculum P-12 (Catholic Education Archdiocese of Brisbane, 2013). They are entitled to flexible personal learning experiences that enable them to discover meaning in the teachings of the Catholic tradition.

This may be seen in:

- Class weekly timetable overviews
- Units of work with contemporary pedagogical practices
- Religious Education is taught as an inquiry, where students are encouraged to form their learning in response to inquiry questions. They access sources of information, formulate a response and communicate their personal learning in a variety of ways. It is encouraged that students are given multiple ways of knowing and doing in order to demonstrate their learning in Religious Education.

Religion Learning Concepts

The Religion Learning Concepts are bodies of knowledge and sets of skills that students need to master enroute to successfully attaining an identified curriculum intention. These concepts have been developed directly from the achievement standard for each year level of the Religion curriculum. The Religion Learning Concept Map is used as a resource to support Religion teachers with their planning for the Learning and Teaching of Religion and should be accessible for student use to support them as they become assessment capable, visible learners.

Religion Learning Concept Map

Stories of and about God and Jesus

Prep

DEEP LEARNING

Communicate their ideas, feelings and thoughts about God.

Listen and respond to stories of and about Jesus in the Gospels.

Recognise Jesus' teachings about love, compassion and forgiveness that challenged people about the way they were living.

Understand that prayer helps believers to follow the teachings of Jesus, to live according to God's plan.



SURFACE LEARNING

Communicate the goodness of God's creation.

Communicate God's plan that people help each other to live safely and happily together for the good of all.

Listen and respond to stories that tell of Jesus' life as a Jew.

Listen and respond to stories that tell of Jesus' mother Mary, his family and friends.

Listen and respond to stories that tell of Jesus praying and teaching others to pray.

Listen and respond to stories that tell of Jesus' suffering death and resurrection.

Relate examples of people having the freedom to choose between good and bad, right and wrong.

Identify connections between some Old Testament stories and goodness of God's creation and their personal experience.

Recognise ways in which believers pray either alone or with others.

Recognise ways in which believers pray using words, music, actions, silence, images, symbols and nature.

Participate respectfully in a variety of prayer experiences including the Sign of the Cross and Amen and meditative prayer practices especially silence, stillness and lighting a candle.

Describe ways in which believers pray together during special celebrations and rituals that mark important times in the lives of believers and in the Church Year.

Religion Learning Concept Map

God's Presence and Action **Year 1**

DEEP LEARNING

Make connections to personal experience to **explain** ways of living in accordance with God's plan for creation.

Describe God's presence and action in the lives of individuals and communities.

Identify the nature of Jesus' mission and ministry.

Recognise the significance of prayer in Jesus' life and in the lives of believers.

SURFACE LEARNING

Communicate stories from some Old Testament texts that describe God's presence and action in the lives of individuals and communities.

Identify words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God's presence and action.

Participate with respect in a variety of personal and communal prayer experiences including Grace and the Hail Mary and meditative prayer practices especially closing eyes and praying with beads and music.

Recognise ways in which believers past and present honour Mary, the Mother of Jesus including praying the Hail Mary.

Identify how people live safely and happily in community and in loving relationship with God.

Explain how people can responsibly use God's gift of freedom to make choices to care for all creation.

Explain how people can responsibly use God's gift of freedom to make choices to show respect for the dignity and natural rights of all people.

Identify some similarities and differences between Gospel accounts of significant events, places and characters in the life of Jesus.

Describe some aspects of Jewish daily life at the time of Jesus.



Religion Learning Concept Map

God's Loving Nature

Year 2

DEEP LEARNING

Recognise the sacredness of God and all creation including human life.

Identify aspects of God's nature as revealed in the Bible.

Make connections between Jesus' teachings and actions and the way members of the Church community live today.

Recognise ways in which believers nurture their relationship with God, with others and with all of creation.

SURFACE LEARNING

Discuss ideas about God's relationship with the Jewish people as described in some Old Testament stories.

Analyse teachings and actions of Jesus depicted in New Testament texts that reveal aspects of God's nature.

Explain ways in which believers seek to heal relationships through reconciliation.

Recognise choices that harm an individual and their loving relationships with God, others and all of creation.

Participate with respect in a variety of meditative prayer practices including centred breathing and attending to posture.

Identify ways in which humans respond to the call to be co-creators and stewards of God's creation.

Suggest ways to pursue peace and justice out of respect for human life and creation.

Pose questions about the life and times of Jesus and use sources provided to answer these questions.

Make connections between Jesus' healing ministry and the Church community's celebration of the Sacrament of Penance.

Recognise that prayer and the wisdom of the saints help the believer to nurture their relationship with God, others and all creation.



Brisbane Catholic Education

teaching · challenging · transforming

Religion Learning Concept Map

God's People, Community

Year 3

DEEP LEARNING

Communicate ideas about the life and teachings of Jesus.

Express ideas about God's relationship with people as individuals and communities.

Demonstrate an understanding of the significance of the Church community.

Recognise how the scriptures provide a foundation for living a moral life.

SURFACE LEARNING

Express ideas about God's presence and action in daily life experiences by selecting and using information, ideas and events in text including key stories from the Torah.

Express ideas about God's presence and action in daily life experiences by selecting and using information, ideas and events in texts including images of God by human authors in the Old Testament.

Express ideas about God's presence and action in daily life experiences by selecting and using information, ideas and events about order and harmony in God's creation.

Participate respectfully in a variety of prayer experiences, including prayers of thanksgiving, praise and the Glory Be and meditative prayer practices with mindful listening and guided meditation.

Express ideas about God's presence and action in daily life experiences by selecting and using information, ideas and events in texts including from prayers attributed to the Saints.

Locate and use information about text types by human authors of New Testament texts.

Identify prayers of thanksgiving and prayers of praise including Glory to the Father [Glory Be] and demonstrate understanding of the significance of these forms of prayer for Christians.

Locate and use information about cultural contexts in which the Gospels were written.

Discuss ideas about the Christian belief that Jesus is the Messiah.

Identify respect for basic human rights as a foundation for living a moral life.

Explain ways that the Sacraments of Initiation (Baptism, Confirmation, Eucharist) welcome and strengthen the members of the Church community.

Identify an acknowledgement of responsibility, in particular for the and poor and disadvantaged, as part of living a moral life.

Describe significant people, events and features of a parish and diocese, past and present including the collaboration of clergy, religious and laity.



Religion Learning Concept Map

Community for Christians **Year 4**

DEEP LEARNING

Recognise the Christian belief that God, as Trinity, is relational in nature.

Explain how a reader uses knowledge of the Bible to better understand God's word.

Explain the significance of community for Christians.

Explain how practices and characteristics of contemporary parishes and diocese are modelled on the mission and ministry of Jesus.

SURFACE LEARNING

Locate books, people, places, events and objects using Bible referencing.

Identify a variety of different books and text types in the Old Testament and New Testament.

Create prayers of blessing, petition and intercession using appropriate structures.

Demonstrate an understanding of the significance of these prayer forms for Christian communities.

Demonstrate an understanding about how the Sacraments of Anointing of the Sick and Penance continue Jesus' mission and ministry in the life of the community.

Connect ideas from different texts and experiences of the Jewish community in first century Palestine including the Decalogue and the wisdom of St Paul.

Identify and explain some scriptural passages that express God as Father, Son and Holy Spirit.

Participate respectfully in a variety of prayer experiences including prayers of blessing, petition, intercession and litanies.

Participate respectfully in meditative prayer practices including praying with the help of colour and mandalas.

Connect ideas from different texts and experiences of the early Church communities in Australia (c.1788 CE - c.1850 CE) and contemporary Church communities.

Explain how free choices result in actions that affect the individual and their community.



Religion Learning Concept Map

Faith, Shared and Strengthened

Year 5

DEEP LEARNING

Identify ways in which faith is shared and strengthened in communities of believers past and present.

Examine Mary's role as mother of Jesus and mother of the Church.

Explain the action of the Holy Spirit in the lives of believers.

Describe the significance of personal and communal prayer and worship.

SURFACE LEARNING

Locate and record information about how pioneering Catholics in Australia (c. 1850 CE – c. 1900 CE) contributed to the preservation of faith and the shaping of particular communities including Indigenous communities.

Describe the significance of the wisdom writings of the Saints, including St Mary of the Cross for communities of believers.

Describe the role of Marian prayer in the lives of believers past and present.

Describe the significance of the Eucharist, Psalms and Sabbath rituals and prayers for the lives of believers.

Participate respectfully in a variety of personal and communal prayer experiences including Marian prayers especially the Hail Mary, the Litany of Mary of Nazareth and the Rosary; and meditative prayer especially mantras.

Participate respectfully in meditative prayer practices experiences including praying with Rosary Beads.

Describe ways in which believers live according to Jesus' new commandment of charity (love).

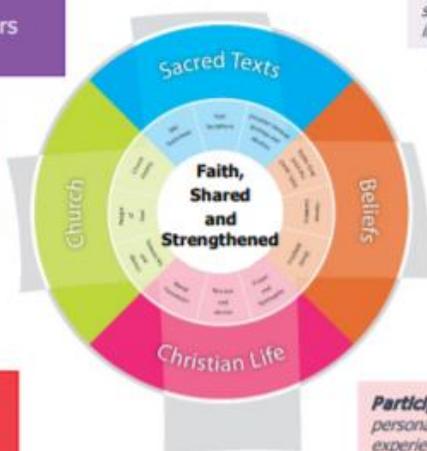
Analyse elements and features of some Marian prayers including the Hail Mary, the Litany of Mary of Nazareth and the Rosary.

Use the features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities.

Analyse information from a variety of texts including Scriptural references to the Holy Spirit.

Analyse the words, symbols and actions of the Catholic Rite of Confirmation.

Describe ways in which believers make and act upon informed moral choices.



Religion Learning Concept Map

Faith, Lived and Celebrated **Year 6**

DEEP LEARNING

Explain the action of the Holy Spirit in the lives of believers.

Identify and describe many ways in which faith is lived out in the lives of believers past and present.

Explain how scriptural texts describe Jesus' relationship with God the Father and humanity.

Identify and describe many ways in which faith is celebrated in the lives of believers past and present.

SURFACE LEARNING

Analyse information from a variety of texts including New Testament texts and the wisdom of Australian Catholic Christians.

Demonstrate an understanding of the term 'communion of saints'.

Identify and describe how Catholics in a developing Australian nation (c. 1900 CE to present) live their faith.

Examine the spiritual and corporal works of Mercy.

Explain the significance of Jesus' New Law for the way believers live their faith.

Analyse the key messages and contexts of some Old Testament prophets.

Identify and describe the commemoration of High Holy Days by Jewish believers.

Select and use evidence from Scriptural texts including the proclamation of Jesus as fulfilling God's promises in the Old Testament to describe Jesus' relationship with God.

Participate respectfully in a variety of personal and communal prayer experiences including spiritual exercises and meditative prayer practices.

Explain the significance of personal and communal prayer for the spiritual life of believers including the Our Father and The Examen and the use of meditative prayer practices especially prayer journaling.

Identify and describe the Church's liturgical year and the celebration of Eucharist.



St Peter's Rochedale

St Peter's School's Religious Education Program identifies a clear, collaboratively developed scope and sequence for learning and teaching in Religion based on the Religious Education Curriculum P-12 and reflecting sound design principles

The Religious Education scope and sequence is a working document that continues to evolve every year. The scope and sequence informs how the achievement standards and core content descriptors for each year level are linked to classroom teaching and learning at St Peter's School. St Peter's School's scope and sequence clearly outlines the yearly progression of learning in Religious Education for every year level linked to the Achievement Standard, content descriptors, Core and Complementary texts, explicit prayer and Religious Life of the School and the school charism. This document is used to inform year level and classroom planning. Collaborative Year level planning with the APRE throughout the year keeps a clear focus on the line of sight (Year Level Description, Achievement Standard and Content Descriptions) when planning for learning, teaching and assessing. Short cycle planning in Religion allows teachers to meet throughout the year to engage with Consistency of Teacher Judgement processes and to reflect on the effectiveness of their planning and the progress and achievement of students within a learning and teaching cycle.

This may be seen in:

- St Peter's Religious Education scope and sequence.
- A common planning template.
- Teachers meet regularly at designated times, both within non-contact time and at mutually convenient times, to collaboratively plan, review and reflect on their curriculum planning, learning and teaching processes.
- During curriculum planning time, teachers collaboratively reflect on the effectiveness of their planning, the strategies used and the achievement of the students.
- Teachers plan short cycle units of work each term using the Religion Curriculum for their year level while being aware of the relevant knowledge, understanding and skills, which are taught in the preceding and following year.
- The line of sight for Religious Education for each year level is used during planning.
- Reflective practice is used at the completion of each term
- Moderation processes are planned throughout the year to ensure a consistency of judgement across the year level.

St Peter's Rochedale

Element Three – High Quality Learning and Teaching

St Peter's School Rochedale's Religious Education Program is consistent with whole school approaches to learning and teaching across the curriculum. It identifies how these approaches are developed, communicated, supported and reviewed.

St Peter's School's Religious Education Program identifies and articulates processes for ensuring religious educators meet accreditation requirements and engage in regular professional learning in Religious Education.

All teachers of religion are required to have full Accreditation to teach Religion and those who are granted Interim Accreditation are supported to complete the requirements to gain full accreditation. Staff at St Peter's School are regularly provided with Professional Development in Religious Education content, pedagogy and current best practice. One full day each year and at least one staff meeting each term is devoted to Religious Education and is facilitated by the APRE, RE Team, Education Officer RE or an outside expert. The focus continues to be determined by the needs of the staff in relation to the successful implementation of the Religious Education Program. Staff spiritual formation is provided.

Ongoing Staff Formation and Professional learning supports the growth of the Religious Life of the School.

This may be seen in:

- Professional Learning records for pupil-free days each year.
- Religious Education focus for at least one staff meeting/twilight per term.
- APRE has regular meetings with EORE to assist with implementation of Religious Education Curriculum.
- Annual re-evaluation and tracking of scope and sequence
- Staff who have interim accreditation are provided with support to complete REAP program.
- Staff who have interim accreditation are encouraged by the Leadership Team to complete their accreditation requirements in a timely manner.



St Peter's Rochedale

St Peter's School's Religious Education Program identifies and articulates powerful whole school pedagogies, embedded in the BCE model of pedagogy, that ensures continuity of learning for all students within and beyond the religion classroom.

A reconceptualist approach requires powerful pedagogies that engage students with the richest resources of the tradition. As Brennan and Ryan (2011) remind us, the Catholic tradition is accessible through good teaching.

The pedagogical practices embedded in the Brisbane Catholic Education Model of Pedagogy (2012) are consistent with a reconceptualist approach to the teaching of religion. Five practices provide a common language for planning and reflecting on learning and teaching in the religion classroom: focusing on learners and their learning; establishing clear learning intentions and success criteria; activating multiple ways of knowing, interacting and opportunities to construct knowledge; responding with feedback to move learning forward; and evaluating learning with students as activators of their own learning and resources for others.

Teachers use an inquiry approach to plan and teach Religious Education, incorporating the use of digital tools to engage students and enhance learning and assessment

This may be seen in:

- meaningful, flexible and relevant learning experiences informed by an inquiry approach for all students.
- Religion is reported to parents each semester using a five-point scale.
- Learning intentions and success criteria are explicitly communicated.

St Peter's School's Religious Education Program identifies and articulates quality resources that are accessed to provide meaningful and relevant learning experiences for all students.

St Peter's School places a high value on quality resources to be used to enhance the learning experiences of all students. The RE budget is used to purchase resources, including experiential kits for the early years, Jewish artifacts and other resources that support various units.

Teachers also use a variety of online resources such as Bible Gateway, Together at One Altar, Flame of Faith and BCE Ways to Pray Calendar to engage and enhance student learning.

This may be seen in:

- Religious Education budget to purchase new resources.
- BCE Library/Resource Link bookings.

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- Use of Reading to Learn strategies to access the Three Worlds of the Text.
- Online resources.
- Online workshops with Sydney Jewish Museum.

St Peter's School's Religious Education Program identifies and articulates the school's principles and guidelines for effective assessment practices, including processes to ensure consistency of judgement in Religion

Staff at St Peter's School are required to meet each term in year levels to discuss student assessment in Religion. Assessment tasks are expected to meet the various needs of students in their class and provide multiple opportunities for assessment to take place. These tasks are planned in various modes and reflect current best practice in relation to digital technologies. Adjustments to lessons and assessments are recorded to support students to access the curriculum and open-ended assessment questions are designed to allow students to demonstrate at and beyond the Year Level Achievement Standard. Staff also engage in annual CTJ opportunities and have annotated work samples prepared for intra and inter school moderation.

This may be seen in:

- Unit plans that include multiple assessment opportunities related to the achievement standard.
- Work samples shared as part of CTJ processes.
- Staff participation in intra and inter school moderation in Religious Education.

St Peter's School's Religious Education Program identifies and articulates processes for reporting student progress and achievement to students, parents/caregivers and the community.

Each term, teachers at St Peter's are required to provide an overview of content in all subjects. These overviews also provide parents/caregivers and the community with suggested ways that they can support, engage with and reinforce content covered in the Religious Education program. Parents/caregivers are also provided with a semester report that clearly identifies student progress in Religious Education.

Formal written feedback that outlines student progress in relation to the achievement standard in Religious Education is also provided in an end of semester report. Teachers use a body of evidence of student work to make judgements about each student's progress and achievement against the achievement standard when reporting student progress at the end of each semester. Assessment is directly related to the expected achievement standard and multiple opportunities are provided for students to demonstrate their knowledge, understanding and skills in Religion. Feedback on these tasks is provided via informal conferencing with the

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students as well as written annotations. Success Criteria is used to give students and parents feedback and to enhance student engagement, progress and achievement.

This may be seen in:

- Each semester parents receive a written progress report in Religious Education, including a comment.
- Annotated work samples and authentic feedback provided to students and parents in relation to assessment tasks.
- Term overviews provide outline of learning expectations in Religious Education.
- Success Criteria is used when giving feedback.

St Peter's School's Religious Education Program identifies and articulates practices used to ensure consistency of teachers' judgement about student progress and achievement across the year level.

It is expected that teachers at St Peter's School will plan in collaboration with other key staff members to ensure consistent, high quality student achievement. Planning days are planned throughout the four terms each year, supported by the APRE and PLL to ensure that learning experiences support students to demonstrate the achievement standards.

This may be seen in:

- Collaborative planning across each year level each term.
- Moderation processes as part of the reporting process.

Processes for reporting student engagement, progress and achievement to students, families and the community.

St Peter's School's Religious Education Program identifies and articulates practices used at the year level for reporting student progress, achievement and development to students, parents/caregivers.

Religious Education is reported in a written form twice yearly at St Peter's School. This takes the form of an overall achievement and a comment outlining the student's achievement against the curriculum achievement standard. Parents are also given the opportunity to meet with the teacher twice each year to discuss their child's progress. Sharing examples of student work, both digital and written, is also an important part of this process.

This may be seen in:

- Beginning of the year parent information nights
- Parent Teacher interviews

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- Student portfolios demonstrating learning progress
- Annotated assessment items with authentic feedback.
- Formal Reports of Student progress – each semester
- Weekly APRE newsletter messages
- School website and Parent portal.

Element Four – Monitoring and Evaluation

St Peter's School Rochedale's Religious Education Program outlines how student progress and achievement are monitored to ensure high expectations for each student. It identifies how data is used to evaluate current practice and inform decision-making and action related to the classroom teaching of Religion and the religious life of the school.

Processes for monitoring student achievement:

Teachers use student achievement data from the BI Tool and record adjustments necessary to support student learning. This data is required as part of the unit planning template. St Peter's participates in CTJ processes each year. Teachers have intra-school moderation in year levels that is shared with the APRE as an indicator of how the students have performed. At the staff meetings and planning days, staff share what went well with their units and what could be improved for next time.

This may be seen in:

- Teacher participation in professional learning about assessment and reporting to improve consistency of practice.
- Teachers access the BI tool to examine overall student achievement in Religious Education.
- Teachers use assessment to provide them with feedback regarding the effectiveness of units of work that have been taught.
- Annotated work samples and authentic feedback are provided to students and parents in relation to assessment tasks in Religion.
- Term overviews provide an outline of expectations in Religious Education.
- Annual school renewal of components helps evaluate the religious life of the school and to provide future direction.
- The Scope and Sequences are monitored at a staff meeting towards the end of each year and adjusted for the following year with adjustments and annotations.

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Students are given feedback about their achievement in Religious Education in the same manner as all other subjects. This may include:

- Teacher feedback against success criteria
- Peer and self feedback against success criteria
- Reporting formally each semester through a report.
- Parent Teacher interviews offered twice per year
- Informal / as required parent teacher meetings

Processes for monitoring and evaluating the current state of the learning and teaching of Religion and the religious life of the school.

Whole school processes for Cyclical Review are used to monitor and evaluate the Religious Education Program and Religious Life of the School. Staff focus groups are formed each year to gather data according to the BCE Cyclical Review process. A Catholic Identity Goal is included each year in the school's Annual Plan. Data gathered through this process is used to inform future decision making and action.

The school leadership team makes decisions about future directions and sets goals in relation to the data gathered from the School Internal Review Processes.

Celebrations, masses and liturgical events are planned for across the year. This is done in consultation with the parish. The school calendar includes these times so that parents are aware and invited to join in our school's religious life. The Catholic Identity Plan includes elements of the Religious Life of the School and is reviewed annually and updated every 3 years.

