Religious Education in the Year 9 class for teachers

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| **Year 9 Level Description**  In Year 9, students develop their understanding of the experience of [sin](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) throughout human history and some ways in which the Church responded to the presence of good and evil in the past (c.1750 CE - 1918 CE). They learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They consider sources of inspiration, strength and guidance for believers today, including Catholic social teaching, the three forms of penance (prayer, fasting and [almsgiving](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx)), [Scripture](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), celebration of the Sacraments of Healing (Penance and Anointing of the Sick), and personal and communal prayer experiences. They are introduced to two forms of [Biblical criticism](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), namely [form criticism](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) and [narrative criticism](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), and develop the ability to apply these to help their understanding, interpretation and use of a range of Biblical texts. They continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing, Christian Meditation and meditative prayer practices, including praying with labyrinths. Students learn about the divergent understandings of God ([Allah](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), God, [G\*d](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx)) in the monotheistic religions (Islam, Christianity, Judaism). They develop their understanding of three foundational beliefs of Christianity (the [Incarnation](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), [Resurrection](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) and [Ascension](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) of Jesus) and consider their significance for believers. | | | |
| **Term One** | **Term Two** | **Term Three** | **Term Four** |
| [**Restoring the balance**](http://lb9religiousresponse.weebly.com/)  STCW10 Inspired writings  CLPS23 meditation and contemplative practices  CHPG10 Christian vocation  CLMJ10 Catholic social teaching  CLMF13 Dignity of the human person | [**Let there be light**](http://lb9therebelight.weebly.com/)  CLMF13 dignity of the human person and respect for human rights  STOT14 Four sources Pentateuch  BEHE9 world journeying to perfection  BEWR10 beliefs and practices reflect understanding of God  BETR12 Jesus  STNT20 characteristics and doctrines of the early church  CLMF14 Conscience. | **Making sense of Jesus**  STNT19 Miracle and parable stories  BETR12 Incarnation, resurrection and ascension of Jesus  CLPS23 Maranatha  BETR13 Belief in God’s unending love and mercy  STOT16 socio historical criticism | **Learning from the past**  CHLS14 penance and reconciliation  CLPS22 prayers of healing and forgiveness  CHCH8  BEHE9 experience of sin  STCW10 responding in new ways to the needs of the faithful |
| **Core Text**  **The Last Judgement Matthew 25:31-36** | **Core Text**  **Matthew 13:24-30,36-43 Weeds amongst the wheat**  **Genesis 1:1-2;4 creation**  **Exodus 12:1-30 Passover**  **Exodus 13: 17 Exodus from Egypt** | **Core Text**  Mark 2:1-12 Cure of the paralysed man  Mark 1:29-41 Jesus heals many at Simon’s house  Mark 1:40-45/Luke 5:12-16 Cleansing a leper.  Ascension Acts 1:1-11  Resurrection 1Corinthians 15:1-11  Incarnation Romans 1:1-7 | **Core Text**  **Lost sheep Matthew 18:10-13**  **James 5: 14-15** |
| **Prayer**  Praying with Labyrinths  Centering and breathing prayer | **Prayer**  Centering and breathing prayer | **Prayer**  **Meditative prayer using mantras**  Centering and breathing prayer | **Prayer**  **Prayers for forgiveness and healing. Act of contrition, penitential prayers**  **Our Father**  **Prayers and writings of the spiritual mothers and fathers including Mary Mackillop, Elizabeth Seton, John Bosco.** |
| **Significant Events and Religious Life of the School**  Ash Wednesday | **Significant Events and Religious Life of the School**  Easter  Month of Mary | **Significant Events and Religious Life of the School**  Naidoc  Feast days of Clare and Max Kolbe, Harmony day, Peace day | **Significant Events and Religious Life of the School**  St Francis Festival/Feast Day  All Saints, All Souls days |
| **Year 9 Achievement Standard**  By the end of Year 9, students demonstrate how the application of [Biblical criticism](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) helps the reader’s understanding, interpretation and use of [Old Testament](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) and [New Testament](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) texts. They examine the divergent understandings of God ([Allah](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), God, [G\*d](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx)) in the monotheistic religions (Islam, Christianity, Judaism). They examine three foundational beliefs of Christianity (the [Incarnation](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), [Resurrection](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) and [Ascension](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) of Jesus) and draw conclusions about the significance of these in the lives of believers. Students refer to examples of the co-existence of good and evil throughout human history to form their own interpretation about the experience of [sin](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) in the world. They analyse the causes and effects of events and developments in the Church from c.1750 CE – c.1918 CE, and make judgements about their importance. They explain the significance of the writings of various religious and lay leaders at that time. They evaluate the impact of Catholic social teaching on an individual’s moral behaviour; and on the Church’s response to emerging moral questions. They explain the significance of the three forms of penance (prayer, fasting and [almsgiving](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx)) and the celebration of the Sacraments of Healing (Penance and Anointing of the Sick) in the lives of believers past and present. They examine ways in which believers live their Christian vocation, and distinguish between their participation in the priestly, prophetic and kingly work of Jesus Christ. They analyse ways in which believers nurture their spiritual lives through personal and communal prayer experiences, including the prayers and writings of Christian spiritual fathers and mothers; prayers for forgiveness and healing; Christian Meditation and meditative prayer practices, including praying with labyrinths. They participate respectfully in a variety of these prayer experiences. | | | |