



Draft Core Curriculum Statement

RELIGIOUS EDUCATION

Grades R-7

January 2016

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INTRODUCTION

In August 1997 the Southern African Catholic Bishops' Conference adopted the policy, *Fostering Hope*, for Religious Education in Catholic schools. The policy was revised in 2006 to bring it in line with developments in National Education.

When referring to curriculum, the policy advocates a number of different dimensions such as classroom programmes (p. 14), school prayer and liturgical worship (p. 10), religious societies and pastoral care programmes (p. 8), the observance of national days, and outreach projects (p. 11).

In most instances broad guidelines are given, and the individual school is encouraged to develop its own policy in the light of these.

It would be helpful to distinguish at this point the difference between the broad curriculum which encompasses all these dimensions, and the more formal aspect of classroom teaching and learning. *Fostering Hope* (p. 15) gives the following guidelines with respect to the formal classroom curriculum:

- *We ensure a well-rounded R.E. curriculum¹, and check that neither the thinking nor the feeling sides of R.E. are neglected.*
- *We put the learners first, rather than any planned programme, but make sure the course that results is a wholesome blend of processes, and that it gives due attention to the different dimensions of learning.*
- *We keep the programme open to respond to the needs of the times, and to the local (South African) Church's current concerns about our country's and our world's needs. We link into suitable local, national, and international efforts.*
- *We agree on common basic reference-points for the planning of each school's R.E. programme so as to facilitate common support and practical co-operation between schools.*
- *We find creative ways of harmonising our Religious Education with the National Curriculum so that neither is compromised.*

In response to the guidelines quoted above, the Catholic Institute of Education developed the series *Lifebound* for Grades R to 7. This programme is optional though some owners, whether dioceses or religious congregations, have written it into policy for the schools in their jurisdiction. In other cases – and they are quite numerous – the formal curriculum is determined locally, often left to the choice of the particular teacher or teachers charged with the delivery of Religious Education in the school.

Since there is no nationally agreed and recognised curriculum to guide schools, CaSPA has mandated the CIE to fashion a core curriculum through a consultative process which will help us to “agree on common basic reference-points for the planning of each school's R.E. programme so as to facilitate common support and practical co-operation between schools” (*Fostering Hope*, p. 15).

Another reality calling for the development of a definitive, core curriculum is the difficulty schools experience in the face of the demands of the CAPS² and the encroachment of Life Skills and Life Orientation on time for RE, that even more than before causes the latter to be squeezed or even side-lined.

¹ An analysis of a well-rounded RE curriculum and its constituent processes and learning dimensions is offered in *CORD*, a curriculum design for R.E. by brother Michael Burke. *CORD* is recommended for use in Catholic Schools by the SACBC's Department of Christian Education and Liturgy. Although this programme is aimed at High Schools, *CORD*'s analysis of what R.E. involves is equally useful as a reference-point for Primary Schools.

² Curriculum and Assessment Policy Statements

THE NATIONAL CORE CURRICULUM

Through an analysis of the Lifebound outcomes and learning opportunities in conjunction with the Curriculum and Assessment Policy Statements for Life Orientation/Life Skills, we present here as an interim measure – until a new national curriculum statement for Religious Education is developed – a core classroom curriculum consisting of the set of the following processes identified in Lifebound (Grade R-7).

Core Processes

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|---|---|
| <i>Theological Education</i> | <i>Scriptural Education</i> |
| <i>Spiritual Education</i> | <i>Personal Moral Education</i> |
| <i>Prayer Education</i> | <i>Education in Structural Morality</i> |
| <i>Sacramental-Liturgical Education</i> | <i>Education in Religious Community</i> |

However, it should be understood that the core is seen as the minimum, non-negotiable curriculum. Schools are encouraged, where possible, to expand their offering. The following processes should not disappear from the curriculum: rather they should be integrated into the core processes as mediums for experience, reflection and expression.

Integrated Processes

| | |
|---------------------------|--------------------------------|
| <i>Education by Arts</i> | <i>Education by Models</i> |
| <i>Education by Story</i> | <i>Philosophical Education</i> |

Finally, the classroom process not yet mentioned should be integrated into Life Orientation/Life Skills, the whole of which would be offered from a Catholic perspective.

Life Skills/Life Orientation

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| <i>Education for Personal Growth and Development</i> |
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On the basis of the above analysis, and bearing in mind the constraints under which Religious Education is practised in our schools, a draft core curriculum is presented in the following section in terms of outcomes and learning opportunities, using the original Lifebound curriculum.

In certain instances, an outcome or learning opportunity in the original has been omitted to cut the curriculum down to a manageable core. This explains the occasional gaps in the numbering.

LESSON RESOURCES

For schools and teachers who would like to offer the core through the Lifebound resources, the final section presents a list of 32 lessons for each grade (R-7) from the Lifebound Teacher Handbooks. These lessons correspond to the core outcomes and learning opportunities, and their delivery will thus satisfy the core curriculum in its entirety.

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Foundation Phase (Grade R-3)

CORE PROCESSES

THEOLOGICAL EDUCATION

2.1 Learners are familiar with various biblical images of God, and with the Church's idea of God as Trinity.

- 2.1.1 understand that God is Creator of all that is.
- 2.1.2 appreciate that God is good and cares for all Creation.
- 2.1.3 understand that God is present everywhere.
- 2.1.4 become familiar with the idea of God as Trinity.

2.2 Learners understand that the human being is created in the image of God. They realise further that our present condition reflects the tendency to deny that image in ourselves and others, but also God's concern that we come to fulfil it.

- 2.2.1 realise that we are God's creatures, created in the image of God, with body, mind and soul, and dependent on God for life.
- 2.2.2 understand that God is a Father and Mother to us: God loves us all unconditionally.
- 2.2.3 understand sin as a turning away from Life, and that it harms the human person as well as the person's relationships with God, with others, and with the world.
- 2.2.4 understand that God forgives and calls us to forgive one another.

2.3 Learners appreciate God's plan for the universe, and our part in this plan.

- 2.3.1 appreciate that all created beings and things are good.
- 2.3.2 understand the difference between things made by God and those made by humankind.

2.4 Learners understand the Church as a people of God called to be a living symbol of the continuing presence of Jesus in the world.

- 2.4.1 understand and experience the Church as the family of God who follows Jesus.

SPIRITUAL EDUCATION

3.1 Learners are aware of the variety, order and beauty of the world, and have respect and admiration for it as a work of creation, and the gift of the Creator entrusted to their care.

- 3.1.1 develop a sense of awe and wonder at all of God's creation.
- 3.1.6 celebrate world days that raise environmental consciousness.

3.2 Learners experience and respond to the presence of God in their lives, caring for them and the world, even in times of adversity.

- 3.2.1 understand their need for God in daily life.
- 3.2.2 understand that God is present always and everywhere.
- 3.2.3 express joy, gratitude and appreciation for all created things and beings.

3.4 Learners have begun to discover their inner life through simple reflective practices.

- 3.4.1 engage in visualisation exercises.
- 3.4.2 experience short guided (fantasy) meditations.
- 3.4.3 practise being in the presence of God.
- 3.4.4 experience quiet times for centering.

PRAYER EDUCATION

4.1 Learners understand the nature and purpose of prayer.

- 4.1.1 understand that prayer is a communication with God and others in the spiritual realm.
- 4.1.2 realise that there are different kinds of expression in prayer, such as praise, thanksgiving, and petition.

4.2 Learners have experienced a variety of kinds of prayer and ways of praying.

- 4.2.1 experience prayer through song.
- 4.2.2 pray with gesture and movement.
- 4.2.3 participate in some simple traditional prayers.
- 4.2.4 write simple sentences to speak to God.

4.3 Learners appreciate that prayer has both personal and communal expressions.

- 4.3.1 pray with others in formal and informal settings.
- 4.3.2 reflect on their experience of prayer.
- 4.3.3 become familiar with the community prayers in the Eucharist.

4.4 Learners demonstrate basic skills in the art of praying.

- 4.4.2 compose short spontaneous prayers relevant to the day's events.
- 4.4.3 commit basic, key traditional prayers to memory.

4.5 Learners show an appreciation for prayer in developing a personal practice.

- 4.5.1 experience a daily prayer rhythm or routine.

WORSHIP EDUCATION

5.1 Learners experience in appropriate ways, and understand the significance of, the customs and ceremonies associated with the seasons and principal feasts of the Christian calendar, as well as the special community celebrations called sacraments.

- 5.1.3 understand the meaning of Baptism.
- 5.1.4 understand Eucharist as a celebration of God's love.
- 5.1.5 experience, at first hand, a Christmas crib and other objects and customs associated with Christmas.
- 5.1.6 re-enact the stories associated with Christmas.
- 5.1.8 experience the liturgical seasons of Advent, Christmas, Lent and Easter.

5.2 Learners show some knowledge and understanding of the key features of church, temple, synagogue and mosque, and of the worship that takes place in each.

- 5.2.1 experience liturgies specially designed for them.
- 5.2.2 understand that Sunday is a special day of celebration for the Christian Church.

5.3 Learners recognise and understand the significance and power of the signs, symbols, artefacts and customs associated with the Catholic and broader Christian traditions, and with other significant religions.

- 5.3.1 experience the main symbols found in Christian worship.
- 5.3.2 practise the various gestures and movements used in public and private prayer and worship.

5.4 Learners have developed skills to design, prepare and participate in simple liturgies, paraliturgies and school assemblies, and show respect and reverence in public places and acts of worship.

- 5.4.1 become familiar in practice with the gestures and verbal responses used in the Eucharistic liturgy.
- 5.4.3 develop the ability to listen to the Word of God in liturgical celebrations.
- 5.4.5 participate in simple paraliturgies and prayer celebrations .
- 5.4.6 know what actions are appropriate in places of worship.

SCRIPTURAL EDUCATION

- 8.2 Learners understand the importance of sacred writings for faith communities, and in particular, that for Christians the Bible is God’s living word in human language, written under the inspiration of the Holy Spirit, taught and handed on in the living tradition of the Church.**
- 8.2.1 understand why the Bible is regarded as a special book.
 - 8.2.2 reverence and care for a Bible.
 - 8.2.3 understand that listening to readings from the Bible with a suitable disposition is listening to God’s word.
- 8.3 Learners have a working knowledge of the nature, origin, structure and content of the Bible, use it for personal reflection and prayer, and have an awareness of its use in public worship.**
- 8.3.1 know that the Christian Bible contains two parts: the Old and the New Testament.
- 8.4 Learners are familiar with and show understanding of central biblical figures, events and stories, in particular of Jesus and his historical and social background.**
- 8.4.1 hear the stories of Creation, Fall and Decline in Genesis.
 - 8.4.2 hear the stories of Abraham and the patriarchs of the Hebrew nation.
 - 8.4.3 hear the stories of Moses, the Exodus from Egypt and Entry into the Promised Land.
 - 8.4.4 hear stories of Jesus and his childhood and youth in Nazareth.
 - 8.4.5 appreciate the conditions of life in Nazareth during the childhood of Jesus.
- 8.6 Learners show an understanding of the central messages proclaimed in the scriptures, and are able to link contemporary world issues with familiar passages.**
- 8.6.1 commit key scripture sayings or verses to memory.

PERSONAL MORAL EDUCATION

- 11.2 Learners understand the importance of being guided by an informed conscience when making moral decisions.**
- 11.2.1 develop a sense and knowledge of what is right, and what is wrongful action.
 - 11.2.3 realise the harmfulness of lying and stealing.
- 11.3 Learners have a sound knowledge of the Ten Commandments and the teachings of Jesus, and value them as source of inspiration and guidance for their lives.**
- 11.3.5 become familiar with the Ten Commandments given to the people of Israel.
- 11.5 Learners understand the connection between choice and consequence in moral decisions, and realise that their choices affect both themselves and others.**
- 11.5.1 see and explore the consequences of certain actions.
- 11.6 Learners understand that human beings have a tendency towards both good and evil, and are subject to temptation.**
- 11.6.1 develop habits of choosing the good despite outside influences to the contrary.

EDUCATION IN STRUCTURAL MORALITY

- 12.1 Learners are aware that individuals and communities have responsibilities for the natural world and its resources which are gifts for all to share.**
- 12.1.3 describe the impact of certain human activities on different natural systems.
- 12.3 Learners show awareness and compassionate understanding of the needs of others, especially the marginalised and those subjected to prejudice, and are willing to use**

their talents, skills and resources in serving these needs.

12.3.1 manifest care for the poor in tangible and meaningful ways.

12.4 Learners appreciate the need to respect and accept other people who do not share their own beliefs and values.

12.4.2 grow in appreciation of people of other races and cultures.

12.5 Learners are sensitised to human rights, and issues of social justice.

12.5.2 identify discriminatory behaviour.

EDUCATION IN RELIGIOUS COMMUNITY

14.1 Learners are aware of the Church as a community of people that works and worships together in the service of others, and know about the organisation of church life in local and universal dimensions.

14.1.2 get to know their school principal, the parish priest and the local bishop.

14.2 Learners understand that belonging to the Church brings both privileges and responsibilities.

14.2.3 realise that Sunday is, for Christians, a special day for family and for community worship.

INTEGRATED PROCESSES

EDUCATION BY ARTS

- 6.1 Learners express personal responses to the variety, order and beauty of the world through the arts.
- 6.2 Learners enjoy, appreciate and explore the meaning of works of art from different centuries and cultures.
- 6.3 Learners contribute through the arts to times of public worship.
- 6.4 Learners use all forms of the media critically in clarifying and exploring values and perceptions.

EDUCATION BY STORY

- 7.1 Learners experience and appreciate the imagery of language as it seeks to express the mystery of life and God.
- 7.2 Learners respond to stories that illustrate moral values and spiritual realities.
- 7.3 Learners recognise central messages in familiar stories from the scriptures.
- 7.4 Learners have the opportunity to hear and interpret a range of creation stories, and understand that religious stories, in general, have a different function from scientific explanations, in relation to the mystery and purpose of life.
- 7.5 Learners recognise and experience God in their own personal stories, in the stories of others, and in the sacred writings of different traditions.

EDUCATION BY MODELS

- 9.1 Learners appreciate and draw inspiration from the example of key figures in the scriptures.
- 9.2 Learners draw inspiration and direction from the stories of Christian saints and other great figures from world religions and contemporary society.

PHILOSOPHICAL EDUCATION

- 10.1 Learners realise that reflection is important for spiritual living: they reflect on their own lives in the light of their religious and spiritual heritage.
- 10.2 Learners have developed the ability to reflect on some of the common religious questions that are raised about God, the human being, the origin and nature of the universe and life on earth, and have the confidence and ability to express their own questions, feelings and ideas.

- 10.3 Learners reflect on their ability to make moral choices and come to some understanding about the relationship between choice and consequence.
- 10.4 Learners reflect on the significance of other people in their lives, especially those with whom they have a close relationship.

LIFE SKILLS/LIFE ORIENTATION

EDUCATION FOR PERSONAL GROWTH AND RELATIONSHIPS

- 13.1 Learners understand that human dignity is grounded in the uniqueness of every individual, and that diversity is a source of blessing and strength as well as a challenge.
- 13.2 Learners are aware of and value their own uniqueness, gifts, strengths and limitations, and accept responsibility for their own personal development.
- 13.3 Learners understand that they need to care for themselves in body, mind and spirit, and consequently choose to pursue a healthy, wise and balanced lifestyle through knowledge and self-discipline.
- 13.4 Learners know and understand their changing personal experiences on physical, emotional, spiritual, social and psychological levels.
- 13.5 Learners know, understand and appreciate what nourishes and what damages relationships, and demonstrate skills that build relationships and solve inter-personal conflicts.
- 13.6 Learners see sexuality as a gift, and understand the meaning and purpose of gender and sexual difference.
- 13.7 Learners differentiate between love, friendship and sex in relationships and know and understand sexual behaviour and its consequences, in order to be able to express their sexuality in healthy and fulfilling ways.
- 13.8 Learners appreciate that in relationships with others, attitudes such as commitment, love, cooperation, sharing and forgiveness are important.

Intermediate Phase (Grade 4-6)

CORE PROCESSES

THEOLOGICAL EDUCATION

2.1 Learners are familiar with various biblical images of God, and with the Church's idea of God as Trinity.

- 2.1.5 develop the concept of God as Trinity.
- 2.1.6 understand that God created an unfinished world in a state of journeying to completion.
- 2.1.7 understand that God is seen through the gift of faith.

2.2 Learners understand that the human being is created in the image of God. They realise further that our present condition reflects the tendency to deny that image in ourselves and others, but also God's concern that we come to fulfil it.

- 2.2.7 understand the concept of original sin as an inherited inclination to evil and the root of human suffering.
- 2.2.8 become familiar with the outline of God's plan for humankind as revealed in the scriptures.
- 2.2.9 understand the idea of a covenant relationship between God and people.
- 2.2.10 understand that Jesus is God's Son and our brother: he is therefore truly divine and truly human.
- 2.2.11 explore the significance of Jesus' life, death and resurrection.
- 2.2.12 understand that Mary, the mother of Jesus has a privileged place in God's plan.

2.3 Learners appreciate God's plan for the universe, and our part in this plan.

- 2.3.3 realise that we share the responsibility of caring for the world we live in.

2.4 Learners understand the Church as a people of God called to be a living symbol of the continuing presence of Jesus in the world.

- 2.4.2 understand that the Church is called to be a visible sign of the Kingdom of God.
- 2.4.3 understand that the Church continues the mission of Jesus to bring the Good News of God's loving concern to the world.
- 2.4.4 understand the significance of the Pentecost event.
- 2.4.5 understand that Jesus shares his life in the Spirit with us sacramentally.
- 2.4.9 understand the Church's practice of venerating and communicating with the saints, our ancestors in faith.

SPIRITUAL EDUCATION

3.1 Learners are aware of the variety, order and beauty of the world, and have respect and admiration for it as a work of creation, and the gift of the Creator entrusted to their care.

- 3.1.8 develop an understanding of the term 'mystery'.

3.2 Learners experience and respond to the presence of God in their lives, caring for them and the world, even in times of adversity.

- 3.2.5 recognise the presence of God in those who are close to them.
- 3.2.7 develop an understanding of the term 'miracle'.
- 3.2.8 develop trust in God.
- 3.2.9 develop an understanding of the term 'God's will'.

3.3 Learners are aware of the process of growth in the natural world and recognise what spiritual disciplines are useful and necessary for the growth of their inborn faculties and powers.

- 3.3.5 understand what it means to meditate.
- 3.3.6 understand the benefits of silence and fasting for spiritual growth.

3.4 Learners have begun to discover their inner life through simple reflective practices.

- 3.4.6 experience solitary meditation.
- 3.4.9 experience guided meditations of different kinds.
- 3.4.10 become familiar with simple spiritual checkups.

PRAYER EDUCATION

4.1 Learners understand the nature and purpose of prayer.

- 4.1.5 understand what it means to be devoted to God or another being.
- 4.1.6 understand that prayer is a basic activity and a human need.
- 4.1.7 understand prayer as the means of living out belief in the communion of saints.
- 4.1.8 develop an understanding of devotion to Mary and the saints in the life of the Church and in personal practice.

4.2 Learners have experienced a variety of kinds of prayer and ways of praying.

- 4.2.5 understand the use of various focuses for prayer, such as icons, candles, and incense.
- 4.2.7 experience silent prayer.
- 4.2.8 become familiar with traditional devotional practices.
- 4.2.9 understand the use of gestures in prayer.

4.4 Learners demonstrate basic skills in the art of praying.

- 4.4.4 understand what it means to become present to God.
- 4.4.5 understand what it means to pray to different persons, such as the Father, the Son, the Holy Spirit, Mary, or any other saint.
- 4.4.6 formulate different kinds of expression in prayer, such as praise, thanksgiving, or petition.

4.5 Learners show an appreciation for prayer in developing a personal practice.

- 4.5.4 observe Jesus at prayer in the gospels.
- 4.5.5 reflect on Jesus' teaching on prayer.

WORSHIP EDUCATION

5.1 Learners experience in appropriate ways, and understand the significance of, the customs and ceremonies associated with the seasons and principal feasts of the Christian calendar, as well as the special community celebrations called sacraments.

- 5.1.10 understand the significance of the Sacraments of Initiation.
- 5.1.11 develop an understanding of the Sacraments of Healing, i.e. Reconciliation and the Sick.
- 5.1.12 develop their understanding of the Eucharist as the source and summit of Christian life and the tangible expression of Jesus' presence in the community through exploration of a variety of images.
- 5.1.13 understand the spirit of Lent and choose an appropriate practice to live it out.
- 5.1.15 re-enact the stories associated with Holy Week.
- 5.1.16 become familiar with the Church's liturgical cycle.
- 5.1.17 understand the significance of the major feasts in the liturgical calendar.

5.3 Learners recognise and understand the significance and power of the signs, symbols, artefacts and customs associated with the Catholic and broader Christian traditions, and with other significant religions.

- 5.3.3 explore religious symbols used in art.
- 5.3.5 understand the various gestures and movements used in public and private prayer and worship.
- 5.3.7 understand the term 'sacrament'.
- 5.3.8 become familiar with the seven sacraments in the Catholic Church and their associated symbols.

5.4 Learners have developed skills to design, prepare and participate in simple liturgies, paraliturgies and school assemblies, and show respect and reverence in public places and acts of worship.

- 5.4.9 act out the liturgical reading(s) as a homily.
- 5.4.10 explore the structure of the Eucharistic liturgy.
- 5.4.11 prepare school assemblies around a chosen theme.
- 5.4.12 prepare paraliturgies during the different liturgical seasons.

SCRIPTURAL EDUCATION

8.2 Learners understand the importance of sacred writings for faith communities, and in particular, that for Christians the Bible is God’s living word in human language, written under the inspiration of the Holy Spirit, taught and handed on in the living tradition of the Church.

- 8.2.6 understand the meaning of ‘inspiration’ as applied to sacred writings.

8.3 Learners have a working knowledge of the nature, origin, structure and content of the Bible, use it for personal reflection and prayer, and have an awareness of its use in public worship.

- 8.3.2 explore the Bible’s table of contents.
- 8.3.3 develop a simple overview of the contents of the Bible.
- 8.3.4 find their way in the Bible by locating given references.
- 8.3.5 appreciate the story of salvation as it unfolds in the scriptures.
- 8.3.6 explore the different insights into the person of Jesus found in the four gospels.
- 8.3.7 consider the teachings of Jesus found in the Sermon on the Mount.

8.4 Learners are familiar with and show understanding of central biblical figures, events and stories, in particular of Jesus and his historical and social background.

- 8.4.6 respond to the stories of the Judges of Israel, and of David and Solomon, and the subsequent division of the Kingdom.
- 8.4.7 respond to the stories of key prophets in Judah and Israel.
- 8.4.8 respond to stories of the public life of Jesus, his Suffering, Death and Resurrection.

8.5 Learners realise that there are different kinds of truth, and understand what it means to say that the Bible is true.

- 8.5.1 explore different kinds or meanings of truth.
- 8.5.2 understand that biblical truth does not work on a literal level.
- 8.5.3 explore biblical symbols and imagery.

8.6 Learners show an understanding of the central messages proclaimed in the scriptures, and are able to link contemporary world issues with familiar passages.

- 8.6.2 commit key scripture sayings, verses and short passages to memory.
- 8.6.3 understand how God speaks in the Bible.
- 8.6.4 interpret scripture passages in the light of their daily lives.
- 8.6.5 share understanding and insights gained from reading the scriptures.

PERSONAL MORAL EDUCATION

11.1 Learners understand that living a worthy human life means holding and practising a set of values that show respect and compassion for themselves, for others, and for the created world. They see the central principle, ‘Treat others as you would like them to treat you’, as the basis of God’s Law, and appreciate that living a good life is a response to God’s love for them.

- 11.1.12 aspire to living gospel values.

11.2 Learners understand the importance of being guided by an informed conscience when making moral decisions.

- 11.2.4 understand the nature of sin.
- 11.2.5 develop the habit of listening to their consciences.
- 11.2.6 develop the ability and knowledge to make right choices.
- 11.2.7 seek advice about making choices.
- 11.2.8 realise the harmfulness of cheating.

11.3 Learners have a sound knowledge of the Ten Commandments and the teachings of Jesus, and value them as source of inspiration and guidance for their lives.

- 11.3.7 deepen their understanding of the Ten Commandments as a guide for living.
- 11.3.8 reflect on the teachings of Jesus that apply to their present experience.
- 11.3.9 understand the Golden Rule or the new commandment of Jesus, and realise that it has been expressed in most religious traditions.

11.5 Learners understand the connection between choice and consequence in moral decisions, and realise that their choices affect both themselves and others.

- 11.5.2 understand their motivation for making moral choices.

11.6 Learners understand that human beings have a tendency towards both good and evil, and are subject to temptation.

- 11.6.3 develop the courage and conviction to choose what is right, just and fair in the face of peer pressure and media influence.
- 11.6.4 understand that virtues dispose one to being and doing good.

EDUCATION IN STRUCTURAL MORALITY

12.1 Learners are aware that individuals and communities have responsibilities for the natural world and its resources which are gifts for all to share.

- 12.1.8 express an awareness of environmental issues.

12.2 Learners understand the concepts of `community' and `the common good', and exercise this understanding in a community project.

- 12.2.5 adopt a community-based project.

12.3 Learners show awareness and compassionate understanding of the needs of others, especially the marginalised and those subjected to prejudice, and are willing to use their talents, skills and resources in serving these needs.

- 12.3.3 grow in sensitivity towards the mentally and physically handicapped.
- 12.3.4 develop an active respect for the aged.

12.4 Learners appreciate the need to respect and accept other people who do not share their own beliefs and values.

- 12.4.5 understand the use of stereotypes.
- 12.4.7 develop respect for people of other religious groups.

12.5 Learners are sensitised to human rights, and issues of social justice.

- 12.5.4 realise that rights and responsibilities are two sides of the same coin.
- 12.5.5 identify what responsibilities accompany rights.

EDUCATION IN RELIGIOUS COMMUNITY

14.2 Learners understand that belonging to the Church brings both privileges and responsibilities.

- 14.2.4 explore the Servant model of Church in domestic, local and universal contexts.
- 14.2.5 realise and accept the importance of regular Sunday attendance and participation in the sacramental and liturgical life of the Church.

14.3 Learners demonstrate knowledge of how the Christian Church developed worldwide from its origins to the present day, and of the tensions and divisions that have accompanied it. They know the important features of the history of their local Church, and know about other faith communities in their area.

- 14.3.2 explore the origins of the Church and its early life.
- 14.3.3 understand the fragmentation of the Church through the East-West schism and the Protestant Reformation.
- 14.3.4 explore the Herald model of Church.
- 14.3.5 explore the origins of various religious communities worldwide and in South Africa.

14.4 Learners understand that each person is called by God to a special service in the world, and that this call invites a free response.

- 14.4.1 understand that Jesus calls his followers to service, and what kind of service would be appropriate to their state in life.
- 14.4.2 explore the Sacrament model of Church in various contexts.

INTEGRATED PROCESSES

EDUCATION BY ARTS

- 6.1 Learners express personal responses to the variety, order and beauty of the world through the arts.
- 6.2 Learners enjoy, appreciate and explore the meaning of works of art from different centuries and cultures.
- 6.3 Learners contribute through the arts to times of public worship.
- 6.4 Learners use all forms of the media critically in clarifying and exploring values and perceptions.

EDUCATION BY STORY

- 7.1 Learners experience and appreciate the imagery of language as it seeks to express the mystery of life and God.
- 7.2 Learners respond to stories that illustrate moral values and spiritual realities.
- 7.3 Learners recognise central messages in familiar stories from the scriptures.
- 7.4 Learners have the opportunity to hear and interpret a range of creation stories, and understand that religious stories, in general, have a different function from scientific explanations, in relation to the mystery and purpose of life.
- 7.5 Learners recognise and experience God in their own personal stories, in the stories of others, and in the sacred writings of different traditions.

EDUCATION BY MODELS

- 9.1 Learners appreciate and draw inspiration from the example of key figures in the scriptures.
- 9.2 Learners draw inspiration and direction from the stories of Christian saints and other great figures from world religions and contemporary society.

PHILOSOPHICAL EDUCATION

- 10.1 Learners realise that reflection is important for spiritual living: they reflect on their own lives in the light of their religious and spiritual heritage.
- 10.2 Learners have developed the ability to reflect on some of the common religious questions that are raised about God, the human being, the origin and nature of the universe and life on earth, and have the confidence and ability to express their own questions, feelings and ideas.
- 10.3 Learners reflect on their ability to make moral choices and come to some understanding about the relationship between choice and consequence.
- 10.4 Learners reflect on the significance of other people in their lives, especially those with whom they have a close relationship.

LIFE SKILLS/LIFE ORIENTATION

EDUCATION FOR PERSONAL GROWTH AND RELATIONSHIPS

- 13.1 Learners understand that human dignity is grounded in the uniqueness of every individual, and that diversity is a source of blessing and strength as well as a challenge.
- 13.2 Learners are aware of and value their own uniqueness, gifts, strengths and limitations, and accept responsibility for their own personal development.
- 13.3 Learners understand that they need to care for themselves in body, mind and spirit, and consequently choose to pursue a healthy, wise and balanced lifestyle through knowledge and self-discipline.
- 13.4 Learners know and understand their changing personal experiences on physical, emotional, spiritual, social and psychological levels.
- 13.5 Learners know, understand and appreciate what nourishes and what damages relationships, and demonstrate skills that build relationships and solve inter-personal conflicts.
- 13.6 Learners see sexuality as a gift, and understand the meaning and purpose of gender and sexual difference.
- 13.7 Learners differentiate between love, friendship and sex in relationships and know and understand sexual behaviour and its consequences, in order to be able to express their sexuality in healthy and fulfilling ways.
- 13.8 Learners appreciate that in relationships with others, attitudes such as commitment, love, cooperation, sharing and forgiveness are important.

Senior Phase (Grade 7)

CORE PROCESSES

THEOLOGICAL EDUCATION

2.1 Learners are familiar with various biblical images of God, and with the Church's idea of God as Trinity.

- 2.1.8 explore the Church's understanding of how the three Persons in God relate to one another.
- 2.1.9 understand that God creates through the Word and the Spirit.
- 2.1.10 appreciate that an understanding of God as Creator and the scientific theory of evolution do not undermine each other.

2.2 Learners understand that the human being is created in the image of God. They realise further that our present condition reflects the tendency to deny that image in ourselves and others, but also God's concern that we come to fulfil it.

- 2.2.13 understand the idea of grace as the gift of God's own life to us.
- 2.2.15 understand that the experience of sin points to the coexistence of good and evil in an as yet imperfect world.
- 2.2.16 understand that Jesus is present to us in the Spirit who is active in the world, leading people to lives of faith.
- 2.2.17 realise that God gives freely and without prejudice.
- 2.2.18 understand that God is in control of all that happens: suffering does not contradict God's providence.

2.3 Learners appreciate God's plan for the universe, and our part in this plan.

- 2.3.4 consider the meaning of death and eternal life.

2.4 Learners understand the Church as a people of God called to be a living symbol of the continuing presence of Jesus in the world.

- 2.4.11 become familiar with the image of the Church as Body of Christ, and the Holy Spirit as its life.
- 2.4.12 explore a variety of models of Church.
- 2.4.13 recognise the gifts and fruits of the Holy Spirit in Christian life.

2.5 Learners recognise that people of other faith communities and cultures believe in God or a Highest Reality, and have a basic knowledge of their different traditions.

- 2.5.3 understand that all religions search for Truth.
- 2.5.4 appreciate that the Spirit of God is at work in all religions.
- 2.5.5 understand that all religions can assist us to better understand the mystery we call God.

2.6 Learners are able to apply the understandings they have gained to their own life situation and experience.

- 2.6.7 find a personal, practical meaning in the Apostles' Creed.

SPIRITUAL EDUCATION

3.1 Learners are aware of the variety, order and beauty of the world, and have respect and admiration for it as a work of creation, and the gift of the Creator entrusted to their care.

- 3.1.12 celebrate world days that raise environmental consciousness.

3.3 Learners are aware of the process of growth in the natural world and recognise what spiritual disciplines are useful and necessary for the growth of their inborn faculties and powers.

- 3.3.7 experience keeping a spiritual diary or journal.
- 3.3.8 recognise a personal need for times of fasting, prayer and meditation.

3.4 Learners have begun to discover their inner life through simple reflective practices.

- 3.4.11 experience the benefit of relaxation exercises.
- 3.4.12 develop the ability to concentrate.
- 3.4.13 experience object meditations.
- 3.4.14 apply simple spiritual checkups.

PRAYER EDUCATION

4.1 Learners understand the nature and purpose of prayer.

- 4.1.10 understand prayer as an activity of the Spirit within oneself.
- 4.1.11 understand that prayer deepens one's relationship with God and strengthens one's commitment to promoting the Kingdom.
- 4.1.13 understand the place of emotion in prayer.
- 4.1.14 identify the basic characteristics of prayer.

4.2 Learners have experienced a variety of kinds of prayer and ways of praying.

- 4.2.10 compose personal acts of faith, hope and love.
- 4.2.13 know about and experience, in an appropriate way, forms and techniques of prayer in other faith traditions.

4.4 Learners demonstrate basic skills in the art of praying.

- 4.4.8 understand what it means to 'pray always'.
- 4.4.9 practise listening to God.

4.5 Learners show an appreciation for prayer in developing a personal practice.

- 4.5.8 reflect on their daily routine and the place they give to prayer.
- 4.5.9 use a simple prayer self-check.

WORSHIP EDUCATION

5.1 Learners experience in appropriate ways, and understand the significance of, the customs and ceremonies associated with the seasons and principal feasts of the Christian calendar, as well as the special community celebrations called sacraments.

- 5.1.18 develop a personal understanding of the Sacrament of Confirmation.
- 5.1.19 develop an understanding of the Sacraments of Calling or Commitment, i.e. Marriage and Holy Orders.
- 5.1.20 understand that the sacraments call us to a way of life, and that they are an expression, a celebration and confirmation of that way.
- 5.1.21 understand the place of Mary in liturgical worship.

5.3 Learners recognise and understand the significance and power of the signs, symbols, artefacts and customs associated with the Catholic and broader Christian traditions, and with other significant religions.

- 5.3.10 understand the meaning of particular sacraments in daily life.
- 5.3.11 develop a personal definition of the term 'sacrament'.
- 5.3.12 explore the origins of the different sacraments.

SCRIPTURAL EDUCATION

8.2 Learners understand the importance of sacred writings for faith communities, and in particular, that for Christians the Bible is God's living word in human language, written under the inspiration of the Holy Spirit, taught and handed on in the living tradition of the Church.

- 8.2.9 understand the Bible as God's word in human language, or the incarnation of God's word.

8.3 Learners have a working knowledge of the nature, origin, structure and content of the Bible, use it for personal reflection and prayer, and have an awareness of its use in public worship.

- 8.3.8 know the composition of the Hebrew Bible (Tanak) and the special importance of the Torah.
- 8.3.9 appreciate the different literary forms in the Bible.
- 8.3.10 realise that the Bible was originally written in different languages and by different authors.
- 8.3.11 understand the term 'canon' and why the Catholic and Protestant traditions have different Old Testament canons.

8.4 Learners are familiar with and show understanding of central biblical figures, events and stories, in particular of Jesus and his historical and social background.

- 8.4.10 gain some knowledge of the different religious and political groups in Palestine in Jesus' day.
- 8.4.11 retell and respond to stories of the early Christian Church.

8.5 Learners realise that there are different kinds of truth, and understand what it means to say that the Bible is true.

- 8.5.4 understand that the Bible is not a scientific text and is therefore not in conflict with modern science.
- 8.5.5 debate issues such as the Big Bang theory, evolution, and extra-terrestrial intelligence in the light of biblical truth.

PERSONAL MORAL EDUCATION

11.1 Learners understand that living a worthy human life means holding and practising a set of values that show respect and compassion for themselves, for others, and for the created world. They see the central principle, 'Treat others as you would like them to treat you', as the basis of God's Law, and appreciate that living a good life is a response to God's love for them.

- 11.1.17 describe the values of their tradition and/or religion.
- 11.1.18 work through conflicts in personal and social values.
- 11.1.19 explore the deeper meaning of freedom, wealth and sexuality in the light of the Golden Rule.

11.2 Learners understand the importance of being guided by an informed conscience when making moral decisions.

- 11.2.9 form a critical and sensitive conscience.
- 11.2.10 use relevant knowledge from the natural sciences in making decisions on moral issues.

11.3 Learners have a sound knowledge of the Ten Commandments and the teachings of Jesus, and value them as source of inspiration and guidance for their lives.

- 11.3.10 become familiar with the wisdom literature in the Bible, and refer to it in times of discernment.
- 11.3.11 appreciate the challenges for living put by Jesus, especially as expressed in the Sermon on the Mount.
- 11.3.12 experience the complexity of some moral issues.

11.4 Learners understand the place of authority, responsibility and self-discipline in the development of personal moral freedom.

- 11.4.7 make wise choices about the media.

11.5 Learners understand the connection between choice and consequence in moral decisions, and realise that their choices affect both themselves and others.

- 11.5.3 evaluate the effects of their decisions on their personal well-being and on the well-being of others.
- 11.5.4 apply alternative strategies to reverse unsound decisions.

11.6 Learners understand that human beings have a tendency towards both good and evil, and are subject to temptation.

- 11.6.5 understand and recognise temptation and sin, and know clearly the difference between them.

EDUCATION IN STRUCTURAL MORALITY

- 12.1 Learners are aware that individuals and communities have responsibilities for the natural world and its resources which are gifts for all to share.**
- 12.1.12 understand the role of the human being in the ecosystems of the planet.
- 12.3 Learners show awareness and compassionate understanding of the needs of others, especially the marginalised and those subjected to prejudice, and are willing to use their talents, skills and resources in serving these needs.**
- 12.3.5 grow in sensitivity for and understanding of the marginalised - the unemployed, the sick, the weak, the lonely, street children, squatters.
 - 12.3.6 recognise instances of gender discrimination.
- 12.4 Learners appreciate the need to respect and accept other people who do not share their own beliefs and values.**
- 12.4.10 become acquainted with the worldwide Christian ecumenical movement and inter-religious dialogue.
- 12.5 Learners are sensitised to human rights, and issues of social justice.**
- 12.5.8 explore how legalised abortion, prostitution and pornography affect the question of human rights.
 - 12.5.9 show empathy and concern for the human rights of others.
 - 12.5.12 reflect on issues of justice in the light of the Church's social teaching.

EDUCATION IN RELIGIOUS COMMUNITY

- 14.1 Learners are aware of the Church as a community of people that works and worships together in the service of others, and know about the organisation of church life in local and universal dimensions.**
- 14.1.7 become familiar with other faith communities in their locality.
 - 14.1.8 understand why people belong to a faith community.
- 14.3 Learners demonstrate knowledge of how the Christian Church developed worldwide from its origins to the present day, and of the tensions and divisions that have accompanied it. They know the important features of the history of their local Church, and know about other faith communities in their area.**
- 14.3.8 understand what is meant by the four marks of the Church.
 - 14.3.9 explore the Pilgrim model of Church in various contexts.
- 14.5 Learners know and understand the variety and forms of life and service in their faith community.**
- 14.5.4 explore the Institution model of Church in various contexts.

INTEGRATED PROCESSES

EDUCATION BY ARTS

- 6.1 Learners express personal responses to the variety, order and beauty of the world through the arts.
- 6.2 Learners enjoy, appreciate and explore the meaning of works of art from different centuries and cultures.
- 6.3 Learners contribute through the arts to times of public worship.
- 6.4 Learners use all forms of the media critically in clarifying and exploring values and perceptions.

EDUCATION BY STORY

- 7.1 Learners experience and appreciate the imagery of language as it seeks to express the mystery of life and God.
- 7.2 Learners respond to stories that illustrate moral values and spiritual realities.
- 7.3 Learners recognise central messages in familiar stories from the scriptures.
- 7.4 Learners have the opportunity to hear and interpret a range of creation stories, and understand that religious stories, in general, have a different function from scientific explanations, in relation to the mystery and purpose of life.
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LIFE SKILLS/LIFE ORIENTATION

EDUCATION FOR PERSONAL GROWTH AND RELATIONSHIPS

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PROGRAMMES

Grade R

FOCUS: This Is Me

1 I am wonderful (2.2.1, 2.6.1, 5.1.1, 13.2.3)
4 Jesus is like me (8.4.4)

FOCUS: In My Class

9 We celebrate Lent (5.1.7, 5.1.8)
10 We help prepare for Easter (2.6.3, 5.1.7, 5.1.8)
11 Jesus is alive! (3.2.2, 5.1.8)
12 Jesus is with us (3.2.2, 10.1.1, 14.1.1)

FOCUS: Plants and Animals

13 God makes everything (2.1.1, 11.1.2)
14 God gives us plants (2.3.1, 3.1.4)
15 God makes all living things (2.3.1, 6.1.1)
16 God wants us to care for creation (6.1.2, 12.1.1)

FOCUS: My Senses

17 I can see! (3.1.2, 3.4.1, 13.2.2, 13.2.3)
18 I can hear! (3.1.1, 3.1.2, 13.2.2, 13.2.3)

FOCUS: Sharing Time

21 It is good to be together (3.2.1, 5.4.2, 7.3.1)
22 I talk to God (3.2.1, 4.3.2, 4.5.2)
23 Signs of God's love (3.2.1, 4.5.2, 5.4.1)
24 Sundays are special days (3.4.3, 5.2.2, 5.4.2)

FOCUS: Books

25 God's special book (8.2.1, 8.2.2, 8.6.1)
26 The story begins (5.4.3, 8.3.1, 8.6.1)
27 The story continues (7.3.1, 7.5.5, 8.6.1)
28 Jesus, the happy ending (4.2.3, 7.3.1, 8.3.1, 8.6.1)

FOCUS: Earth

29 Thank you, God (2.3.2, 6.1.1)

FOCUS: Body

35 My body talks to God (5.3.2)

FOCUS: Helping

37 God loves all creation (2.1.2, 2.2.2, 10.2.1)

FOCUS: Different Peoples

53 The children of Israel (8.4.2)
54 Other children of God (9.1.1, 12.3.1, 12.3.2)
55 We are all God's children (7.5.3, 12.3.2)
56 We are each a little different (12.3.2, 12.4.2)

FOCUS: In My Class

59 We prepare for special times (5.1.5, 5.4.5)
60 We celebrate new beginnings (5.1.5, 5.4.5)

FOCUS: Day and Night

61 We talk to God everyday (4.5.1, 14.2.3)
63 We learn to wait (5.1.8)
64 Jesus' birthday (5.1.8)

FOCUS: This Is Me

- 1 I am special (2.2.1, 2.6.1, 5.1.1, 13.2.3)
- 4 When Jesus was a child (8.4.4)

FOCUS: In My Class

- 9 We change our hearts (5.1.7, 5.1.8)
- 10 The holiest week (2.6.3, 5.1.7, 5.1.8)
- 11 New life (3.2.2, 5.1.7, 5.1.8)
- 12 Recognising Jesus (3.2.2, 10.1.1, 14.1.1)

FOCUS: Plants and Animals

- 13 God made the world (2.1.1, 2.3.1, 6.1.2)
- 14 God made plants (2.1.1, 2.3.1, 3.1.4)
- 15 God made the animals (2.1.1, 2.3.1, 6.1.1)

FOCUS: My Senses

- 17 The gift of sight (3.1.1, 3.1.2, 3.4.1)
- 18 The gift of hearing (3.1.1, 3.1.2, 13.2.2)

FOCUS: Sharing Time

- 21 Sharing time with others (3.2.1, 3.4.3)
- 22 Sharing time in prayer (3.4.3, 4.5.2, 5.4.2)
- 24 Sundays are special days (5.2.2)

FOCUS: Books

- 25 We celebrate God's word (5.4.3, 8.2.1, 8.2.2)
- 26 God's story book, the Bible (8.3.1, 8.6.1)
- 27 We listen to God's stories (7.3.1, 7.5.5, 8.6.1)
- 28 The story of Jesus (4.2.3, 5.4.3, 8.3.1, 8.6.1)

FOCUS: Earth

- 29 The things God makes (2.3.2)
- 30 The things people make (2.3.2)

FOCUS: Body

- 35 What does God say? (5.3.2)

FOCUS: Helping

- 37 Being a friend (2.2.2, 10.4.2)
- 39 Sharing and helping (2.1.2, 7.2.1, 11.1.1)

FOCUS: Different Peoples

- 53 God's chosen people (8.4.2, 12.3.2)
- 54 Children from other lands (7.5.3, 12.4.2)
- 55 Welcome everyone (9.1.1, 12.4.2)
- 56 We care for others (12.3.1, 12.3.2)

FOCUS: In My Class

- 58 Preparing to celebrate (5.1.5, 5.4.5, 6.1.3)
- 59 Pointing to Christmas (5.1.5)

FOCUS: Day and Night

- 61 We pray (4.5.1, 14.2.3)
- 63 Waiting for Jesus (5.1.8)
- 64 Jesus is born! (5.1.8)

FOCUS: Friends and Neighbours

6 Jesus, my teacher and friend (2.2.5, 8.4.4)

FOCUS: In My School

9 Jesus brings new life (3.2.3, 4.2.1, 4.2.2, 8.6.1)

10 Celebrating God's love in the Eucharist
(4.2.1, 4.2.2, 4.3.3, 5.1.4, 5.4.1, 8.6.1)

11 Sacrifice (5.1.8, 5.2.1)

12 Jesus is risen! (5.1.8, 5.2.1, 6.1.3, 6.3.2, 7.3.2)

FOCUS: Sea, Land and Sky

13 This is our world (3.1.1, 3.1.3, 3.2.2, 6.1.1, 6.1.2)

14 What are we doing to our world? (3.4.4, 6.1.2,
6.4.1, 7.2.1)

16 We are God's hands (3.4.4, 6.1.1, 10.2.2, 11.1.2,
12.1.3)

FOCUS: Sharing Things

21 Family days (4.1.4, 4.4.2, 5.1.2, 5.1.7, 5.2.1)

23 Honest and true (11.2.3)

FOCUS: Meals

25 My daily bread (3.2.1)

26 Hearing God's Word (8.2.3)

27 Giving thanks to God (5.1.4)

28 The Eucharistic Liturgy (5.4.1)

FOCUS: Water

30 Saved by the water (8.4.3, 12.2.1)

31 Crossing the waters (8.4.3, 12.2.1)

32 Reborn in water (5.1.3, 6.1.2, 6.1.4)

FOCUS: Mind

33 How do I show love for God? (3.4.4, 11.2.1)

34 What does God expect of me? (11.3.5)

35 What are my rights and responsibilities?
(11.5.1, 12.5.1)

FOCUS: Hurting

37 My choice (2.2.3, 11.2.1, 11.2.3)

40 All is forgiven (2.2.3)

FOCUS: Times

41 Learning to pray (4.4.3)

42 Praying together (4.3.3, 5.2.1)

43 We celebrate God's work (3.1.6, 12.2.2)

44 We celebrate God's rest (5.2.2, 14.2.3)

FOCUS: Dreams and Promises

49 The Man of Dreams (3.4.2, 9.1.1)

FOCUS: Different Ways

54 Families in the neighbourhood (12.5.2, 13.8.2,
13.9.2,
13.9.3)

FOCUS: In My School

58 The Annunciation (5.1.6, 8.6.1)

60 The Birth of Jesus (5.1.1, 5.1.6, 5.4.5, 6.1.1,
6.1.2, 6.3.1)

FOCUS: Seasons

63 Preparing the ground (5.1.8)

64 Planting the seed, Jesus (5.1.8)

FOCUS: Strengths and Weaknesses

- 2 The road of love (11.3.3, 11.3.5)
- 3 I miss you, God (2.2.3)

FOCUS: Special People

- 5 Look at Jesus (7.3.3, 8.4.5, 9.1.2)
- 8 Who's who? (14.1.2)

FOCUS: In My Parish

- 9 Lent, the Season of Growth (5.1.8)
- 10 Easter, the Time for Rejoicing (5.1.8)
- 11 Church, the Family of God (2.4.1, 14.5.1)
- 12 Eucharist, the Family Meal (4.3.3, 5.2.2, 5.1.4, 5.4.1, 5.4.4)

FOCUS: Beginnings and Endings

- 14 Our world (6.1.1, 8.4.1)

FOCUS: Actions

- 17 The choice is mine (11.5.1, 13.2.5)
- 18 Which house should I build? (11.4.1, 11.6.1)
- 19 What is prayer? (4.1.1, 4.1.2, 4.2.4, 4.3.1)

FOCUS: Sharing Stories

- 23 God's word (5.4.3, 5.4.5, 8.2.3)
- 24 Let us pray (4.2.2, 5.3.2)

FOCUS: Signs and Symbols

- 25 The Cross (5.3.1)
- 26 The Right Hand of God (5.3.1)
- 28 Eucharist (5.4.1, 5.4.4)

FOCUS: Fire and Air

- 31 Tongues of fire? (11.2.3)

FOCUS: Soul

- 34 Hello God, it's me! (3.2.1, 4.1.3)
- 35 I open my heart and my soul (3.4.3, 3.4.4)

FOCUS: Healing

- 37 God heals (2.2.4, 7.3.4)
- 38 God forgives (2.2.4, 11.1.4, 13.8.4)

FOCUS: Places

- 41 Where is God? (2.1.3, 10.2.2)
- 42 Places of worship (5.2.1, 5.4.6)

FOCUS: My World

- 47 I choose to obey (11.3.1, 11.3.3)
- 48 I care for my world (12.1.3, 12.3.1)

FOCUS: Choices

- 51 Baptism, the choice to follow Jesus (5.1.3)
- 52 I choose good (11.6.1)

FOCUS: Different Gods?

- 56 Who is God? (2.1.4)

FOCUS: In My Parish

- 60 Celebrating Christmas (5.4.5)

FOCUS: Journeys

- 61 Abraham follows God's call (8.4.2)
- 63 Follow that star! (5.1.8)

FOCUS: Who Is God? Who Am I?

- 1 Can I see God? (2.1.7)
- 2 What does God look like? (2.1.5)
- 3 We are partners with God (2.2.9)

FOCUS: God's Plan of Salvation

- 5 The story of a people (8.3.5)
- 7 A covenant relationship (2.2.9)
- 8 The story today (2.2.8)

FOCUS: Knowing the Bible

- 9 What's in the Bible? (8.3.2, 8.3.3)
- 10 Using Bible references (8.3.4, 8.6.2)
- 11 Judges and Kings (8.4.6)
- 12 Prophets (8.4.7)

FOCUS: The Liturgical Cycle

- 13 Seasons of the Church's Year (5.1.16)
- 15 The Passing Parade (5.1.9, 5.4.11)
- 16 We change our lives (5.4.12)

FOCUS: The Spirit and the Church

- 17 The mission of Jesus (2.4.3)
- 18 A visible sign of God's kingdom (2.4.2)
- 19 A community of saints (2.4.7, 2.4.9)
- 20 Mary, the mother of Jesus (2.2.12)

FOCUS: Models and Images of Church

- 23 Called to serve (14.2.4)
- 24 Bringing Good News (14.3.4)

FOCUS: Sacraments of Initiation

- 25 Signs and symbols (5.1.10, 5.3.4)
- 26 Baptism: Welcome to the family (5.1.10)
- 27 Eucharist: We are nourished (5.1.10)
- 28 Confirmation: We say yes! (5.1.10)

FOCUS: The Eucharist

- 29 Exploring Eucharist (5.1.12)
- 31 The Eucharistic liturgy (5.4.10)

FOCUS: Pointing to Life

- 39 God's way (11.3.7)
- 40 God's will (11.1.11, 11.3.6, 11.3.7)

FOCUS: Rights and Responsibilities

- 42 Rights and responsibilities (12.5.4, 12.5.5)

FOCUS: The Environment

- 48 Our garden world (12.1.8)

FOCUS: Our Wonderful Being

- 49 Mystery (3.1.8)

FOCUS: Building Friendship

- 61 God's presence in others (3.2.5)
- 62 Devotion (4.1.5, 4.1.8)

FOCUS: The World We Live In

2 Created by God and for God (2.1.6)

FOCUS: Understanding the Bible

5 Inspiration (8.2.6, 8.6.4)

6 Word and truth (8.5.1, 8.5.2, 8.6.5)

7 Word and symbol (8.5.3, 8.6.3, 8.6.5)

8 Proclaiming the Word (8.2.4, 8.2.5, 8.6.2)

FOCUS: Lent and Holy Week

9 Lent, the path to Easter (4.2.8, 5.1.13)

10 A meal to remember (5.1.14, 5.4.12)

11 We walk with Jesus (4.2.8, 6.3.3)

12 The man in the garden (5.1.15)

FOCUS: The Church's Story

15 A new beginning (2.4.4, 14.3.2)

16 Division in the Church (4.1.9, 5.4.12, 14.3.3)

FOCUS: Symbols in Worship

17 Gestures in prayer (4.2.9, 5.3.5, 6.2.3)

19 Religious symbols and art (5.3.3, 6.2.2)

FOCUS: Sacramental Life

21 Jesus, the sacrament of God (2.4.5)

22 Church, the sacrament of Jesus (14.4.2)

24 Salt and light for the world (2.4.5, 14.4.2)

FOCUS: Sacraments of Healing

25 Miracles (3.2.7)

26 Yes, Lord, I believe (3.2.7, 8.4.8)

27 Forgiveness and healing (5.1.11, 5.4.12)

28 God's healing love (5.1.11)

FOCUS: The Teaching of Jesus

29 New life in Jesus (2.2.11, 7.2.3, 7.2.5, 8.4.8)

30 Jesus prays to the Father (4.4.6, 4.5.4, 4.5.5)

32 The way to happiness (8.3.7)

FOCUS: Right and Wrong

35 What is sin? (11.2.4)

36 Cheating (11.2.8)

FOCUS: The Golden Rule

37 What does Jesus say? (11.3.8)

38 The new commandment (11.3.9)

39 The golden rule (11.3.9)

FOCUS: Respect

42 Our elders (11.1.13, 12.3.4)

43 The disadvantaged (12.3.3, 12.4.5, 12.4.6)

FOCUS: The Community

47 Looking at our environment (12.2.5)

48 Hands on service (12.2.5)

FOCUS: Our Condition

- 1 In the beginning (2.2.7)
- 2 Original sin (2.2.7)
- 3 Sainthood (2.4.8, 7.2.4, 7.2.5)
- 4 Fasting and silence (3.3.6)

FOCUS: Who is Jesus?

- 5 Jesus in the Gospels (8.3.6, 9.1.5)
- 6 Life, death and resurrection (2.2.11)
- 7 Son of God (2.2.10)
- 8 Revealer of the Trinity (2.1.5)

FOCUS: Responsible Living

- 9 Covenant (2.2.9, 2.4.8, 2.6.4)
- 10 Believing in God (2.1.7, 2.6.5, 10.1.5)
- 12 Loving in God (2.3.3, 2.6.5)

FOCUS: Special times and places

- 17 Festivals and celebrations (5.1.17)
- 20 Why go to church? (14.2.5)

FOCUS: Understanding sacrament

- 21 Gestures and movement in worship (5.3.5)
- 22 What is sacrament? (5.3.7)
- 23 Sacraments in the Catholic Church (5.3.8)
- 24 The Church as sacrament (14.4.2)

FOCUS: Religious communities

- 27 The origins of Islam (14.3.5)
- 28 The origins of Hinduism (14.3.5)

FOCUS: Playing my part

- 30 Called to service (14.1.5, 14.4.1)
- 31 Considering service (5.4.8, 5.4.9, 5.4.12)
- 32 Celebrating our call (5.4.8, 5.4.9)

FOCUS: Seeking Truth

- 34 Listening to our conscience (7.5.6, 11.2.5)
- 35 Living the gospel values (11.1.12, 11.6.4)

FOCUS: Freedom and Choice

- 38 Right choices (11.1.11, 11.2.6, 11.2.7, 11.5.2)
- 39 Self-discipline and peer pressure (10.3.6, 11.6.3)

FOCUS: Religious Practices

- 46 Other ways (12.4.7)

FOCUS: My Unique Self

- 52 Tuned in to God (3.4.10)

FOCUS: Prayer and Meditation

- 53 God's will (3.2.8, 3.2.9)
- 54 Guided meditation (3.3.5, 3.4.9)
- 55 Prayer foci (4.1.6, 4.1.7, 4.2.5, 4.4.5)
- 56 Being present to God (3.4.6, 4.2.7, 4.4.4)

| NO. | PROCESS | TOPIC | LEARNING OPPORTUNITIES |
|------------|--------------------------------|-----------------------------------|--|
| 3 | <i>Scripture</i> | <i>Bible Library</i> | 8.2.9, 8.3.8, 8.3.9, 8.3.10, 8.3.11 |
| 5 | <i>Scripture</i> | <i>The World of Jesus</i> | 8.4.10, 8.4.11 |
| 6 | <i>Sacrament & Liturgy</i> | <i>The Sacraments</i> | 5.1.20, 5.3.10, 5.3.11, 5.3.12 |
| 11 | <i>Personal Morality</i> | <i>Knowing Right from Wrong</i> | 7.2.6, 7.3.7, 11.2.9, 11.6.5 |
| 12 | <i>Personal Morality</i> | <i>Choosing Right from Wrong</i> | 11.2.10, 11.4.7 |
| 15 | <i>Spirituality/Prayer</i> | <i>Looking at Prayer</i> | 3.3.7, 3.3.8, 4.1.10, 4.1.14, 4.5.9 |
| 16 | <i>Prayer</i> | <i>How to Pray</i> | 4.1.13, 4.2.10, 4.4.8, 4.4.9 |
| 18 | <i>Theology</i> | <i>The Nature of God</i> | 2.1.8 |
| 19 | <i>Theology/Scripture</i> | <i>Creation</i> | 2.1.9, 2.2.18, 8.5.4 |
| 21 | <i>Theology/Scripture</i> | <i>Science and the Bible</i> | 2.1.10, 8.5.4, 8.5.5 |
| 22 | <i>Structural Morality</i> | <i>Caring for the Earth</i> | 3.1.12, 12.1.9, 12.1.10, 12.1.11, 12.1.12 |
| 24 | <i>Spirituality</i> | <i>My Inner World</i> | 3.4.11, 3.4.12, 3.4.13, 3.4.14, 6.1.13, 8.2.7, 8.2.8 |
| 25 | <i>Theology</i> | <i>The Human Condition</i> | 2.2.13, 2.2.15, 2.2.17, 2.2.19 |
| 26 | <i>Theology</i> | <i>Eternal Life</i> | 2.3.4 |
| 29 | <i>Structural Morality</i> | <i>Human Rights</i> | 12.5.8, 12.5.9, 12.5.11, 12.5.12 |
| 30 | <i>Structural Morality</i> | <i>The Marginalised</i> | 12.3.5, 12.3.7 |
| 33 | <i>Church Life</i> | <i>Faith Communities</i> | 14.1.7, 14.1.8, 14.3.10, 14.3.11 |
| 34 | <i>Theology</i> | <i>The Church</i> | 2.2.16, 2.4.10, 2.4.11, 2.4.12, 2.4.13 |
| 35 | <i>Church Life</i> | <i>The Church in the World</i> | 14.3.8, 14.3.9, 14.5.4 |
| 36 | <i>Prayer</i> | <i>Why Pray?</i> | 4.1.11, 4.5.8 |
| 37 | <i>Personal Morality</i> | <i>Responsibility</i> | 10.3.7, 11.4.8, 11.5.3, 11.5.4 |
| 38 | <i>Personal Morality</i> | <i>Values</i> | 11.1.17, 11.1.18, 11.1.19 |
| 41 | <i>Personal Morality</i> | <i>Bible Wisdom</i> | 11.3.10, 11.3.11 |
| 42 | <i>Personal Morality</i> | <i>Moral Issues</i> | 6.4.4, 6.4.5, 11.3.12, 11.4.7 |
| 48 | <i>Theology</i> | <i>The Search for Truth</i> | 2.5.3, 2.5.4, 2.5.5, 2.6.6, 2.6.7 |
| 51 | <i>Sacrament & Liturgy</i> | <i>Sacraments of Calling</i> | 5.1.19 |
| 52 | <i>Sacrament & Liturgy</i> | <i>Mary in the Church</i> | 5.1.21, 9.1.9 |
| 55 | <i>Prayer</i> | <i>Prayer in Other Traditions</i> | 4.2.13, 6.1.15 |
| 56 | <i>Structural Morality</i> | <i>Interreligious Dialogue</i> | 12.4.10, 12.5.12 |
| 59 | <i>Structural Morality</i> | <i>Gender Discrimination</i> | 12.3.6 |
| 60 | <i>Theology/Spirituality</i> | <i>Acts of God</i> | 2.2.18, 3.2.13 |
| 62 | <i>Sacrament & Liturgy</i> | <i>Confirmation</i> | 5.1.18 |