

## Year 11: Overview Religion and Ethics

YEAR 11 Religion and Ethics	Term 1	Term 2	Term 3	Term 4
TOPIC / FOCUS / INQUIRY	Meaning and Purpose	Heroes and Role Models	Sacred Stories	Ethics and Morality
CORE CONTENT	<p><b>CHPG12</b> Christian vocation</p> <p><b>BETR14</b> God's plan for human existence</p> <p><b>BEWR12</b> quest by world religions for meaning and purpose</p>	<p><b>BEHE11/BEWR12</b> Function of hero figures in different faith traditions</p>	<p><b>STOT17</b> Biblical criticism of Old Testament texts</p> <p><b>STNT21</b> Biblical criticism of New Testament texts</p> <p><b>BEWR12</b> Spiritual writings form individuals and communities</p>	<p><b>BEHE13</b> Religious beliefs reflected in a moral code</p> <p><b>CLMF15</b> Religion as an approach to address ethical issues</p> <p><b>CLMJ12</b> Influence of Catholic Social Teaching</p> <p><b>BEWR12</b> Ethical frameworks of religious traditions</p>
SYNOPSIS OF UNIT	<p>In this unit students will use a range of inquiry questions, including the following:</p> <p><b>Personal</b> What do I believe will give meaning and purpose in my life?</p> <p><b>Relational</b> In what ways do people express their beliefs about meaning, identity and belonging to a community?</p> <p><b>Spiritual</b> How might belief in religion inform people's quest for meaning and purpose?</p>	<p>In this unit students will use a range of inquiry questions, including the following:</p> <p><b>Personal</b> How do heroes and role models influence my life?</p> <p><b>Relational</b> What are some ways that heroes and role models enrich our local and global communities?</p> <p><b>Spiritual</b> How are hero and role model stories used by particular religions? How do heroes and role models uplift and sustain the spirit of communities in times of tragedy?</p>	<p>In this unit students will use a range of inquiry questions, including the following:</p> <p><b>Personal</b> What are some of the key events and people from the past and present who make up the story of my life?</p> <p><b>Relational</b> How do stories help shape and reveal community beliefs, traditions and values?</p> <p><b>Spiritual</b> What religious and spiritual stories give us a sense of the divine?</p>	<p>In this unit students will use a range of inquiry questions, including the following:</p> <p><b>Personal</b> What situations require personal and moral decision making, and what are the major influences and motivations on my moral decision making?</p> <p><b>Relational</b> How do moral and ethical choices impact on local and global communities?</p> <p><b>Spiritual</b> What is the relationship between personal faith and moral action?</p>

<p style="text-align: center;"><b>ASSESSMENT</b></p>	<p>Extended response to stimulus (500-800 words) – Opinion piece on film <i>The Truman Show</i></p>	<p>Written Investigation (500-800 words) – Magazine article on significant historical person</p>	<p>Project – Two options  Option 1:  Part A: Children’s story book retelling sacred story (written - 400-700 words)  Part B: Reflective panel discussion (spoken – 1 ½ - 3 ½ mins) after reading story to year 7 students  Option 2:  Part A: Letter to yourself when you started high school (written - 400-700 words) after reading story to year 7 students  Part B: Reflective panel discussion (spoken – 1 ½ - 3 ½ mins)</p>	<p>Examination – Short response to unseen questions (50-150 words per response, 70 mins)</p>
<p style="text-align: center;"><b>RELIGIOUS LIFE OF THE SCHOOL</b></p>	<p><b>Religious Identity and Culture</b>  Creating a sense of the sacred ICS1.4  <b>Evangelisation and Faith Formation</b>  Planning formation for students EFF1  <b>Prayer and Worship</b>  Developing creative ways of building a culture of prayer within the school community PWP2.7  Designing appropriate and meaningful rituals for use on retreat PWR2.5</p>	<p><b>Religious Identity and Culture</b>  Promoting elements associated with ethos ad charism of school ICE1.1  <b>Evangelisation and Faith Formation</b>  Living the Gospel EFG3  <b>Prayer and Worship</b>  Ritualising everyday life PWR1  Incorporating ritual into classroom practice PWR2.6</p>	<p><b>Evangelisation and Faith Formation</b>  Celebrating the Good News EFG3.4  <b>Religious Identity and Culture</b>  Giving honour to the ethos and charism of the school through the (use) creation of sacred art ICE3.6  Exploring ways the creative arts can be used to enrich the religious life of the school ICS3.4  <b>Prayer and Worship</b>  Identifying and using scripture texts in prayer and worship PWP2.3</p>	<p><b>Evangelisation and Faith Formation</b>  Celebrating religious unity and diversity within the school EFF2.2  <b>Social Action and Justice</b>  Reflection on the action for justice SJR2  Reflecting the dignity of all SJS1  Building a just community SJS3  Promoting peaceful relations within and beyond school community SJA1.4  <b>Prayer and Worship</b>  Promoting participation in liturgy by use of external physical space PWL2.2</p>
<p style="text-align: center;"><b>SIGNIFICANT DAYS AND CELEBRATIONS</b></p>	<p>Opening Mass  Ash Wednesday  Holy Week Liturgy  Project Compassion</p>	<p>Champagnat Day  May the Month of Mary  ANZAC Day Assembly  National Sorry Day</p>	<p>Kolbe Day  Year 11 Retreat  NAIDOC Week  Catholic Education Week</p>	