



Religious Education Program

Updated October 2022

St Peter's School Prayer

Let's be still as we open our hearts to God.

In the Spirit of Saint Mary MacKillop may our school always be,

A place of love and compassion,
of decision and action,
where in Christ we achieve.

St Peter you are our role model
as we go through our day.

We thank you for our school,
where we work, laugh and play.

Jesus helps us to show respect and be kind,
to learn, grow in faith and be tolerant of mind.

Help us to be compassionate and strong,
and to always act when we see something wrong.

Saint Mary MacKillop opens my eyes,
St Peter strengthens my voice,
Jesus warms my heart and gives me courage to act.

Amen.

Our Story

In the period prior to 1951, our then Parish Priest, Fr Fitzgerald, saw a need for Catholic Education and he approached the Sisters of St Joseph who responded positively in faith and trust and in January 1951, St Peter's School was opened.



Early students of St Peter's Caboolture

The school opened using the Parish Church (now Mary McKillop Hall) with an enrolment of 54 children. Our Foundation Principal Sr Juan was supported by Sr Timothy and Sr Salome. With no convent available, the sisters lived in the Presbytery and Fr Fitzgerald moved into a temporary residence provided by a Parish family. In the years since opening, St Peter's School has experienced significant change and growth, with significant building projects undertaken to accommodate this.

Our community today upholds the ethos established by the pioneering Sisters of St Joseph by encouraging all members of our community to 'never see a need without doing something about it'. The St Peter's Catholic School seeks to build quality relationships modelled on Gospel Values. Our vision – *inspired by Mary MacKillop, we live learning in a community of faith and love* – underpins everything we do as we support the dignity of each person, practise Christian hospitality, and proclaim Christian values of faith and love through word and action.

VISION

Inspired by
St Mary MacKillop,
we live learning,
in a community of
faith and love.

MISSION

In the Catholic
faith tradition and
embodying the Gospel
values of freedom and
love, we will strive for
excellence in learning
and teaching.



WE VALUE...

RESPONSIBILITY

We are responsible for ensuring that all interactions within our school are respectful, positive, collaborative, authentic and inclusive.

CARING FOR OTHERS AND THE ENVIRONMENT

We endeavour to act justly as stewards of creation within a global community.

OUR LEARNING

We encourage individuals to strive to be successful learners who pursue excellence.

KEEPING SAFE AND WELL

We strive to ensure the safety and wellbeing of all members of our community.

St Peter is the **ROCK** on which
We Build Our Community

In Christ We Achieve

Our Students and Community

Teaching and learning in Religious Education at St Peter's School, Caboolture is responsive to the needs and religious backgrounds of students and the contemporary contexts for learning in the Religion classroom.

Faith and Family Demographics

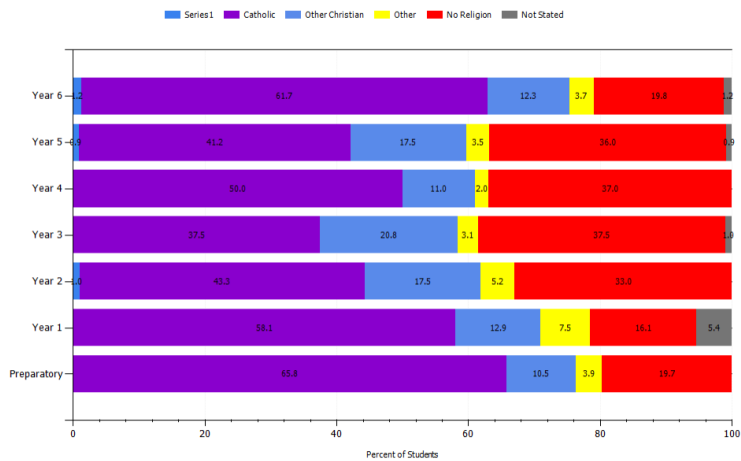
St Peter's Religious Education Program identifies and articulates the demographics of the students, their families and local community and how they influence and inform the development of the school's Religious Education Curriculum.

St Peter's School, Caboolture is a co-educational primary school established by the Sisters of St Joseph in 1950 with classes from Prep to Year Six. While also being faithful to its Catholic ethos and traditions, the school accepts enrolments from families who support Catholic Christian values. This includes a number of families who are not Catholic, and others who have no religious affiliation.

Our school is situated within the Moreton Bay Regional Council and is an urban centre approximately 45 kilometres from the Brisbane City. Caboolture is considered a regional transport hub, with easy access to key road infrastructure and public transport networks. There are diverse housing opportunities within the area including urban and regional living. It is a low socio-economic region with an SES score of 95. Many families commute from surrounding areas to attend St Peter's School including Woodford, Bribie Island, Bellmere and Morayfield.



Student Religious Profile - By Year Level - 2022



This data reveals the religious diversity amongst St Peter’s students, which influences and informs whole school planning. We cater for the diversity of the student population of the school through alignment of the Religious Life of the School, the Religious Education Program, an appreciation of rich Catholic religious traditions and an empathetic understanding of the religious beliefs and practices of others.

As can be seen in the attached documents, such as sample units of work, reports in term newsletters and images on the school website, every effort is made at St Peter’s School to ensure that all who seek to share and celebrate our Catholic Christian heritage (parents, students, staff and community members) feel welcomed and respected in their own faith journeys, both through participation in our religion lessons and celebrations and in opportunities to expand their knowledge of, and commitment to, their own faith traditions.

Teachers and those responsible for leadership in Religion Education in the school constantly seek to respond to the reality of students’ lives by incorporating flexibility in Religious Education classes to ensure that an inclusive and ecumenical spirit pervades all Religious Education and prayer celebrations.

At St Peter’s School we acknowledge this diversity by:

- Communicating regularly, and in different forms with our parent and broader community, about whole school liturgies and religious events, key events in our Catholic faith and our learning in Religion.

- Informing parents during the enrolment interview and discussing the family's religious beliefs, if not Catholic.
- Providing access to our Vision and Mission Statement and the Religion Curriculum P-12 on the school website.

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. The vision includes the two dimensions of formation – namely, of students' 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.

The Vision for Religious Education also appropriately aligns with the goal for learning and teaching as articulated in the Brisbane Catholic Education Learning and Teaching Framework (2019):

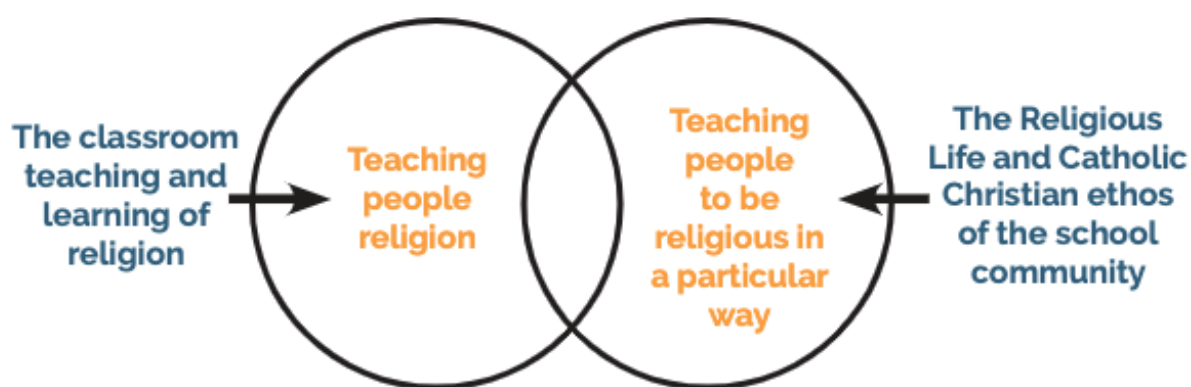
As a Catholic Christian community, we educate all to live the gospel of Jesus Christ as successful, creative, and confident, active and informed learners empowered to share and enrich our world.



The Vision for Religious Education challenges students to be a religious voice in the world. The Vision gives greater prominence and a renewed orientation to the critical interpretation and evaluation of culture. Through vibrant and engaging Religious Education, students become active constructors of culture rather than passive consumers.

Religious Education at St Peter's School seeks to develop the religious literacy of students in light of the Catholic Christian tradition, so that they might participate critically and authentically in contemporary culture.

Religious literacy includes ways of talking, acting, creating, communicating, critiquing, evaluating, participating, ritualising, theologising, worshipping, reading, reflecting, and writing with others in a variety of religious and secular contexts. Sample units of work will reveal how teachers and students seek to integrate the two dimensions of religious education, so that religious literacy and faith formation can complement each other as students seek to find meaning in their place and time.

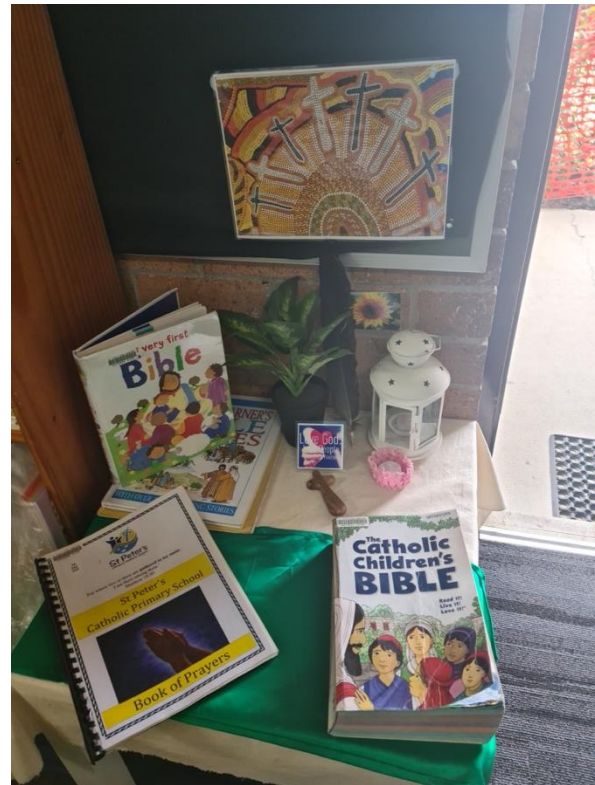


At St Peter's School, the integration of both dimensions includes:

- Prayer as a whole school to start the day,
- Participation in social justice initiatives and service-based learning activities such as St Vincent de Paul Winter and Christmas Appeals and the work of Catholic Mission.
- Timetabling the mandatory hours of classroom-based engagement with the religion curriculum of the school and development of engaging units of work,
- Alignment of the two dimensions in Scope and Sequence documents.

Jesus Christ is always at the centre of this Vision. Through engagement with both dimensions of Religious Education, students are challenged to be cultural agents in light of the Gospel, authentic witnesses to the mission of Jesus Christ in the world today.

More information on **BCEs Vision for Religious Education** can be found [here](#).



The Contemporary Contexts for Religious Education

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

Our Societal Context

Like all Catholic schools of the Archdiocese of Brisbane, St Peter's School operates in a complex and ever-changing environment. Contemporary students are immersed in a global world and from an early age are exposed to a range of values represented through diverse media.

Therefore, our school is continually challenged to engage families in Religious Education in rich and relevant ways. At St Peter's School, Religious Education seeks to reflect a Catholic Christian worldview that integrates faith, life, and culture. At the same time, it seeks to embrace an ecumenical perspective and reflect the multi-faith context and reality of this school.

At St Peter's School, we engage families and respond to our societal context by:

- Informing parents of the Religious Education program,
- Informing parents during the enrolment process,
- Parent Information evenings,
- Sharing classroom information through term newsletters, classroom updates, and emails,
- Information on the school website,
- Using data collected through the BI Tool about religious and cultural backgrounds of families to inform and develop units of work that are responsive to need and context,
- Discussions with students regarding different family traditions and cultural celebrations.

Our Ecclesial Context

At St Peter's School, as is the case with many Catholic schools in the Archdiocese, an increasing number of students and their families are less engaged with the formal life of the Church than in the past. Consequently, for many students, the culture and language of religion is underdeveloped.

The challenge at St Peter's School is to engage students and their families with the tradition, culture, and language of church life. We seek to provide introductory and developmental understanding and experience of Church for students and their families. This is supported when the school is a place where students and their families encounter the mission and outreach of the Church, especially through pastoral care and the experience of Catholic Christian community. This is evident in the numerous opportunities presented where students engage in Church celebrations.

At St Peter's School, we provide the following opportunities for engagement:

- Student-led Parish Mass for children in Year 3 to Year 6 each term,
- Class Liturgies of the Word held in the Church for children in Prep to Year 2 each term,
- Whole School Masses and Liturgies of the Word that recognise key events such as the beginning of the school year, Feast of St Peter, Feast of Saint Mary of the Cross MacKillop, and Graduation are open to the school and parish community,
- Prayer assemblies which are led by a class and scripture based,
- Staff and student involvement in the Parish Sacramental Program,
- Classroom and staffroom sacred spaces,
- Religious iconography and imagery throughout the school,
- Weekly staff prayer,
- Visible presence of clergy,
- Whole school morning gathering for School Prayer.

Our Educational Context

St Peter's School is a place of learning and teaching, where we seek to transform the whole person so that those in the school community are empowered to live the gospel of Jesus Christ in their everyday lives. In the Catholic Christian tradition, education is a work of love and service. We seek to nurture and develop the faith of individuals in ways that are mindful of their cultural and religious identity.

Religious Education in the Archdiocese of Brisbane, including St Peter's School, builds on best practice of the broader educational community. The classroom learning and teaching of religion reflects the philosophy, content, structure, academic rigour and assessment and reporting modes used in other areas.

At St Peter's School, we achieve this by:

- Learning about the history of Catholic Christian faith and other professional development opportunities for staff,
- Developing a rigorous approach to the planning, teaching, and assessment of the Religion Curriculum P-12,
- Providing opportunities to plan collaboratively with, and be supported, by the APRE,
- Using the Model of Pedagogy during planning,
- Implementing a Catholic perspective to other curriculum areas as appropriate,
- Articulating intentional links between the Religious Life of the School and the planning and teaching of Religion,
- Responding to contemporary issues in meaningful, prayerful, and active ways,
- Ensuring each student has equitable access to the curriculum.



Our Digital Context

St Peter's School seeks to promote engagement of students in the creative and thoughtful use of digital learning tools, with a particular focus on developing knowledge and skills to be responsible citizens. Our school values and supports students and their families in connecting the school and wider community in a global context. All students have access to devices such as iPads and laptops and are guided to use them responsibly to access or create religious knowledge and understanding. Students are guided to access appropriate resource links.

At St Peter's School, we achieve this by:

- Agreement by all students to the Appropriate Use of ICLT Policy,
- Use of Interactive Whiteboard in all classrooms,
- Integrating the use of technology when curriculum planning,
- Encouraging the use of ICLTs when researching and presenting information,
- Providing opportunities for student to select the mode of presentation of assessment,
- The use of appropriate online Bible tools by students and staff,
- Professional development for teaching and support staff to improve and refine their ICT skills.

More information about the **Contexts for Learning** in the Archdiocese of Brisbane can be found [here](#).

Our Beliefs about Learners and Learning in the Religion Classroom

Foundational to the shared work of teachers at St Peter's School are the beliefs they have of the learners they serve. The BCE Learning and Teaching Framework (2019) explicitly articulates the beliefs and the responses that flow from these beliefs within schools in the Archdiocese. St Peter's Religious Education Program identifies and articulates our belief that learners and learning in the Religion Classroom influence curriculum decision making.

- Every learner is created in the image and likeness of God and inspired by the Spirit, responds with passion and creativity to life,
- Every learner seeks to find meaning in life and learning and, in the Catholic Christian Tradition, we find meaning in the person and teachings of Jesus to grow as pilgrim people,
- Every learner is a lifelong learner, with a desire to search for truth and do what is right, accountable for choices and responsible for actions.
- Every learner is in some respect, like all others, like some others, like no other and we respond creatively, flexibly and with a futures orientation to ensure dignity and justice for all.
- Every learner can achieve success in life and learning where diversity is valued and shared wisdom contributes to decision-making that enriches and enlivens our world.
- Every learner brings to the learning experience their own richly diverse life journey to contribute to a community in communion, empowered by the Spirit to be at the service of others.

At St Peter's School we are aware of the religious and cultural diversity amongst our students and therefore foster a critical appreciation of one's own religious tradition, along with an empathetic understanding and celebration of the religious beliefs and practices of others. Teachers use the religion curriculum flexibly to meet the differentiated learning needs of students in our context, and to personalise their learning.

At St Peter's School, we achieve this by:

- Collaboratively planning units of work in Religion with the APRE, PLL and supported by the ST:IE and other specialist staff to address necessary adjustments to suit individual needs,
- Creating units of work in Religion using an inquiry approach, with multiple opportunities to demonstrate learning,
- Links made, where possible, to other curriculum areas,
- Embedding a Catholic perspective across other curriculum areas,
- Adjusting the learning in Religion to enable all students to be successful.

More information about the **Learning of Religion** in the Archdiocese of Brisbane can be found [here](#).

Collaborative Planning

St Peter's School has a population of 645 students with four classes at each year level. In 2025, there are 28 classrooms in total.

At St Peter's School, the planning and development of units of work in Religious Education is undertaken in the following way:

- Collaborative planning with the APRE throughout the year during planned release days as well as during weekly Planning and Support Time release,
- Regularly reviewing school data,
- Beginning with the approved curriculum,
- Referencing the Scope and Sequence document when planning to ensure mandatory requirements in planning, teaching, learning, assessment, and reporting of the religion curriculum are met and regularly monitored,
- Creating units of work in Religion using an inquiry approach, with multiple opportunities to demonstrate learning,
- Collaborative planning with the PLL, ST:IE and other specialists to ensure the appropriate adjustments are embedded in Religion planning to enable all students to be successful,
- Providing extension opportunities for students to work with concepts in more depth or breadth,
- Ensuring that assessment is equitable, aligned, valid and evidence based,
- Planning is saved centrally on the School Portal.



Communication to Parents and the Wider Community

Communication to the wider community about the teaching of Religious Education is an important priority at St Peter's School. Every effort is made to ensure parents are well informed about the teaching of Religious Education at our school and that there are opportunities to engage in the Religious Education of their child.

At St Peter's School, we achieve this by:

- Communicating key events to parents each fortnight through the School Newsletter,
- Communicating to parents each term through the Class Newsletter about what is being taught in Religion,
- Showcasing the Religious Life of the School events on the School Website and School Facebook,
- Invitations to join classes for Mass, Liturgies of the Word, and Prayer Assemblies,
- Parent-Teacher Interviews to discuss student learning in Religion,
- APRE contributing to the Parish Newsletter weekly.



Impact of System Initiatives

St Peter's School is committed to embedding system initiative and directives, while maintaining alignment to school strategic goals and priorities. The Religious Education planning template used by the school incorporates key elements of these initiatives. The document has embedded Line of Sight documents which includes Core and Complimentary texts, as well as the Religion Learning Concept Map. These are referenced during the planning process. Teachers use the Three Words of the Text to support scripture learning and approach scripture critically using methods like the historical-critical method and literary analysis.

At St Peter's School, other evidence of engagement with system initiatives:

- BCE Strategic Direction posters are visible around the school,
- School Strategic and Annual Plan documents communicated with staff and visible around school,
- Professional Development aligned with these strategic plans at Twilights and Staff Meetings,
- Implementation of High Yield Strategies – Learning Walks and Talks, Data Walls and Review and Response,
- Incorporation of Effective and Expected Practices,
- Implementation of the Learning Climb to encourage student participation in learning and goal setting,
- Staff and student formation plans.



Our Curriculum Structure and Organisation for Religious Education

A Catholic View of Learning and Teaching

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. Teaching and Learning in Religious Education is intentionally developed on the foundation of a Catholic theology and philosophy of curriculum.

At St Peters School, we demonstrate this through:

- Teachers covering all mandatory requirements in their planning, teaching, assessment, and reporting of the Religion Curriculum P-12,
- Creating year level units to reflect events and activities that enhance the Religious Life of the School, appropriate to student learning and assessment of achievement standards,
- A year level Scope and Sequence that is evaluated annually and adapted as required,
- Timetabling Religion for 2.5 hours per week,
- Daily class and school prayer times,
- Connecting prayer assemblies, liturgies, classroom teaching of Religion and the Religious Life of the School, with scripture, symbols, rituals, music, and content,

The four core themes of Anthropology, Epistemology, Cosmology, and the Catholic Christian Tradition are central to our Religious Education Program.

Catholic View of Christian Anthropology

A Catholic view of Christian anthropology is centred on the person of Jesus. It recognises each person is created in the image of God. It emphasises Jesus as teacher whose Spirit infuses the whole curriculum with a hope-filled vision of life. At St Peter's School, it is characterised by inclusion, holistic and relational learning and action in community.

Catholic Perspective on Epistemology

A Catholic perspective on epistemology orients a curriculum towards rationality; holistic knowing; knowing and living; wisdom as the fruit of knowing and life-long and life-wide learning. The Catholic tradition views the acquisition of knowledge as a life-long and life-wide enterprise. Reflective self-directed learning and teaching provides Sabbath spaces for teachers and students to interiorise knowledge. The inclusion of families in all school celebrations enables the Catholic Perspective on Epistemology to be real and present within our community.

Catholic Understanding of Cosmology

Cosmology relates to how we understand our place in the universe and the choices we make to live within the integrity of creation. Through the elements of stewardship and sacramentality, Catholic Christians are called to respond to questions like – What is our place in the universe? How do we live within the integrity of creation?

Humans are co-creators with God, and as stewards, are charged with cultivating and caring for creation. As sacramental people we experience God's presence in our everyday world. In a faith vision of life, God is encountered in community, in the Church and its sacramental life, through nature, human activity and the world at large.

Catholic Christian Story and Tradition

From the very beginning of Christianity, the Christian community has been engaged in teaching. The transformative process of learning and teaching is captured in the Vision of Brisbane Catholic Education to Teach, Challenge and Transform. This Vision is realised at St Peter's School through everyday witness; and learning and teaching that challenges and transforms the culture and the world in which we live.

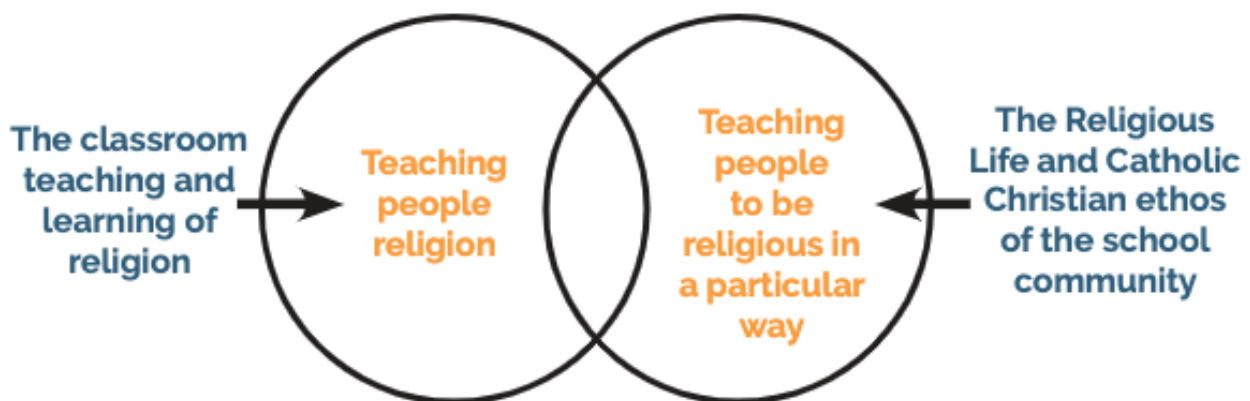
Ongoing spiritual formation for religious educators is as important as professional and theological learning. A person-centred understanding of spiritual formation begins with honouring and exploring the personal narrative of everyone's experience of My Story through an approach that engages the head, the heart, and the hands.

Our Model for Religious Education

Our Religious Education Program is structured around the Model of Religious Education. At St Peter's School, teaching students religion and to be religious, draws upon the Catholic Christian tradition in ways that are mindful of our local context and the ecumenical and multi-faith realities of our community's contemporary culture.

St Peter's School Religious Education Program seeks to understand and utilise the distinctive and complementary nature of these two dimensions of Religious Education in the holistic education and formation of students. The classroom learning and teaching of Religion and the Religious Life of the School are responsive to religious diversity, while being faithful to the Catholic Christian identity of the school and our charisms. St Peter's School students extend their classroom learning about Catholic Social Teaching with active participation and critical reflection on social justice initiatives, ensuring all students have the ability to participate in both dimensions of the model for Religious Education.

Since 2008, the distinct and complementary nature of both dimensions of Religious Education has been conceptualised in the following Model for Religious Education.



At St Peter's School, we demonstrate this through:

- Religion units that identify content from the Religion Curriculum P-12 and the Religious Life of the school, providing time for contemplation and critical reflection on the integration of faith and life,

- Prayer assemblies and liturgies that make connections between the classroom teaching of Religion and the Religious Life of the School, through the choice of scripture, symbols, ritual, music, themes, and content,
- Whole school prayer opportunities,
- Classroom learning about Catholic Social Teaching, and student engagement and critical reflection on social justice initiatives,
- Year 6 Spirituality and Public Relations Ministry that coordinates outreach opportunities and publicises these to the school community,
- Classroom sacred spaces reflecting liturgical seasons and classroom teaching focus,
- Parish Priest visible within the school environment.

The Reconceptualist Approach to Teaching and Learning in Religious Education

The classroom learning and teaching of religion in the Archdiocese of Brisbane is characterised by a reconceptualist approach. It operates from an educational framework rather than a catechetical or 'shared Christian praxis' framework. At St Peter's School, the classroom Religion Program is a primary arena for dealing with the critical religious issues and concerns of life. The Avoidance of Presumptive Language, Teaching 'about' the Tradition and Powerful Pedagogies are the three key considerations for teachers using this approach.

Avoidance of Presumptive Language

In the teaching of Religious Education at St Peter's School, all efforts are made to avoid the use of presumptive language. In a reconceptualist approach, teachers do not start with assumptions about students' faith development based upon their particular religious affiliation. The language that is used is invitational and educational to engage students in the Religion classroom, allowing students who can readily identify themselves as Catholics to be affirmed by this approach. By using non-presumptive language, teachers provide students with the freedom to respond in ways that do not assume a programmed response.

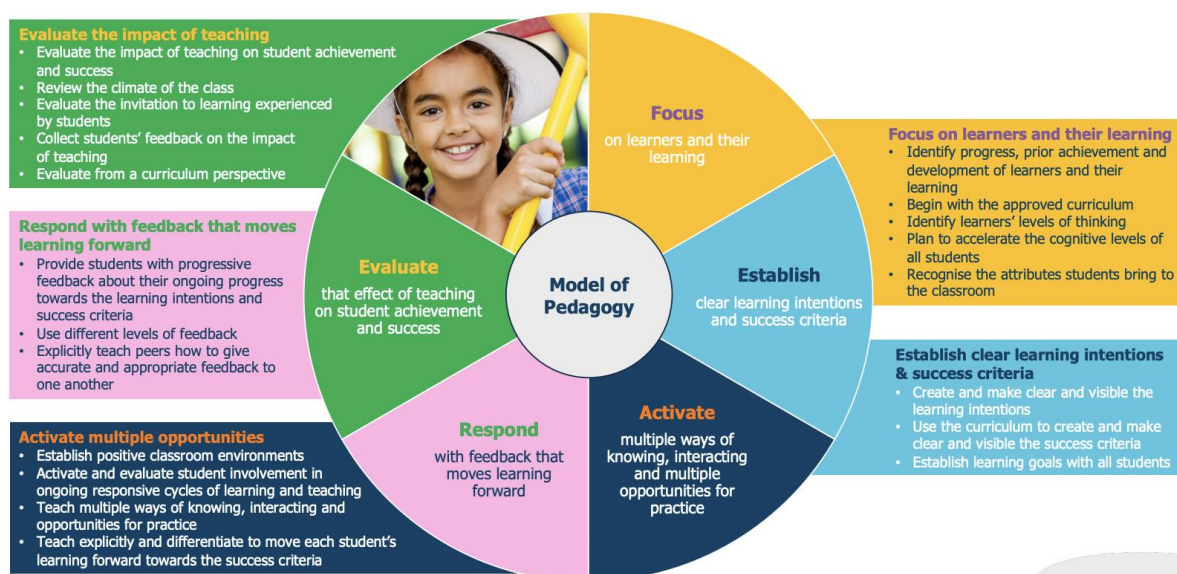
Teaching 'about' the Tradition

When we teach 'about' the tradition "it is important to focus on exploring the meaning of one's own religious life in relation to both those who share that life and those who do not" (Scott, 1984, p. 334). To achieve this, teachers need to focus on developing a critical appreciation of one's own religious tradition along with an empathetic understanding of the religious beliefs and practices of others. In teaching about the Catholic Christian tradition, teachers need to provide a classroom environment that moves beyond simply being a place for transferring facts and knowledge.

At St Peter's School, teachers give witness to the values they place on their own personal religious beliefs, through the authenticity of the teaching processes they employ and also by who they are as people of faith. Within the reconceptualist approach, teachers are challenged to build critical distance between themselves and the content they are teaching, to make available space for authentic dialogue, and to allow students the freedom to investigate, to inquire and to use their religious imagination.

Powerful Pedagogies

At St Peter's School, powerful pedagogies are used to engage students with the richest resources of the Catholic tradition. The five practices named in the BCE Model of Pedagogy are embedded consistently in the teaching of Religious Education to ensure there is a common language for planning and reflecting on learning and teaching in the classroom.



Some important considerations in the Religion classroom are:

- When focussing on learners and their learning, teachers at St Peter's School acknowledge the reality of students' lives, identify learners' levels of thinking, and build on the attributes each student brings to the religion classroom.
- Ensuring the use of the Religion Curriculum P-12 to create clear and visible learning intentions and success criteria.
- Allowing time for collaborative reflection on the effectiveness of planning, teaching strategies and achievement of students.

Time Allocation and Effective Timetabling

At St Peter's School, the leadership team and teachers ensure that the mandated minimum requirement of 2.5 hours per week of religion teaching is allocated at various times throughout each week. This ensures effective teaching and learning and maximises the opportunities for students to develop religious literacy. Liturgy, prayer, hymn practice and other religious practices are not included in this allocation. Each teacher is responsible for developing a timetable that is reflective of the high priority religion classes have within the life of our school.

At St Peter's School, we demonstrate this by:

- Effective, adaptable, and reflective class timetables showing time allocations,
- Class timetables showing a varied allocation of time throughout the week,
- Making links to other key learning areas to maximise learning.

TIME	Monday	Tuesday	Wednesday	Thursday	Friday
8:35 – 8:50	Morning Routine Prayer, Jobs, Circle Time, Religion – 30mins, English – (10mins)	Morning Routine Prayer, Jobs, Circle Time Religion – 30mins, English – (10mins)	DIG TECH – (40mins) 8:30 – 9:10am	Morning Routine Prayer, Jobs, Circle Time Religion – 30mins, English – (10mins)	Morning Routine Prayer, Jobs, Circle Time Religion – 30mins, English – (10mins)
8:50 – 9:30 40	English – (40mins) Whole/Part/Whole	English – (40mins) Whole/Part/Whole	PE – (40mins) 9:10 – 9:50am	English – (40mins) Whole/Part/Whole	English – (40mins) Whole/Part/Whole
9:30 – 9:40	Munch & Crunch				
9:40 – 10:30 50	English – (50mins)	English – (50mins)	MUSIC – (40mins) 9:10 – 9:50am	English – (50mins)	English – (50mins)
	YEAR 1 EATING DUTY		PREP (Area 5) PLAY DUTY		
11:10 – 11:20	SILENT READING	English - 10 min /day	TEACHER - PM /TTC		
11:20 – 11:50 30	Maths – (70mins) Number +/-	Maths – (70mins) Number +/-	English – (40mins) Whole/Part/Whole	ARTS – (40mins)	Maths – (70mins)
11:50 – 12:30 40	Maths Rotations 1	Maths Rotations 2	English – (40mins)	Maths – (40mins)	Maths Rotations 2
12:30 – 1:00 30	HEALTH (40mins) 12:20	Religion – (30mins)	Religion – (30mins)	Religion – (30mins)	Religion – (30mins)
	BASE CAMP		PREP (Area 5) PLAY DUTY		
1:35 – 1:45			Mindfulness – Gratitude Book		
1:50 – 2:20 30	HASS – (60mins)	SCIENCE/Technology – (60mins)	Maths – (60mins) Number	Religion – (30mins)	
2:15 – 2:50 30			Maths Rotations 1	Library	Assembly
2:45 – 2:55	Collect Bucket - Pack Up	Collect Bucket - Pack Up	Collect Bucket - Pack Up	Collect Bucket - Pack Up	Collect Bucket - Pack Up

Design Principles for Religious Education

The Religion Curriculum P-12 has been developed around four design principles: embracing a Catholic Christian Worldview, modelling a Seamless Curriculum, setting a clear Pedagogical Direction, and strengthening Alignment. These principles have been put into practice at St Peter's School.

Catholic Christian Worldview

In alignment with the content of the Religion Curriculum P-12, Religious Education at St Peter's School unambiguously reflects a Catholic Christian worldview that integrates faith, life and culture. Where possible, content embraces an ecumenical perspective and is responsive to the multi-faith context and reality of contemporary religion classrooms.

Seamless Curriculum

The Religion Curriculum at St Peter's School reflects the philosophy, content, focus, structure, academic rigour, and assessment and reporting modes used in all other learning areas.

Pedagogical Direction

The pedagogical direction of the Religion Curriculum P-12 is consistent with the BCE Model of Pedagogy and draws significantly on research. The Religion Curriculum P-12 promotes inquiry learning and a learner centred pedagogical approach to learning and teaching; and it aligns closely with the directions taken in the Australian Curriculum. Our curriculum is supported by the Alice Springs (Mparntwe) Education Declaration which sets the national vision and goals for education of all Australians, agreed on by all education ministers in Australia.

The planning template used at St Peter's School has the BCE pedagogical directions infused in it, and further, continuity in the religion curriculum is ensured within and between year levels, building on where students' learning in religion is situated and leading on to where the students are heading in their learning. There is a clear focus on the Line of Sight in year level planning, with Year Level Descriptions, Achievement Standards and Content Descriptors evidenced in planning.

Alignment

The content of the strands and sub-strands of the Religion Curriculum P-12 closely aligns with the components and elements of the Religious Life of the School P-12. At St Peter's School, this is evidenced in each year levels Scope and Sequence document. These documents are constantly evolving and are reviewed annually. The Scope and Sequence document includes core Content Descriptors, Core and Complementary Scripture Texts, Explicit Prayer, and the Religious Life of the School.



Religion Scope and Sequence

Year 3 – 2022

Year Level Description			Achievement Standard			
The Religion Curriculum P-12 involves four strands: Sacred Texts, Beliefs, Church, and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts. In Year 3, students develop their understanding of God's relationship with people as individuals and as community, and the presence and action of God in daily life experiences, as they engage with a variety of texts (including key stories from the Torah, images of God used in Old Testament texts, and the wisdom of prayers attributed to the saints). They develop an appreciation of the order and harmony of creation. They learn about the cultural contexts in which the Gospels were <u>written</u> and the text types used in the New Testament to develop their understanding of the life and teaching of Jesus and the Christian belief that Jesus is the Messiah. Students develop an appreciation of the Scriptures as a basis for Christian moral living, including respect for basic human rights and acknowledgement of responsibilities, <u>in particular</u> to the poor and disadvantaged. They develop an appreciation of the collaboration of clergy, religious and laity as they learn about significant features of a parish and diocese, past and present. They learn about the significance of the Sacraments of Initiation (Baptism, Confirmation, Eucharist) for the Church community. They investigate prayers of thanksgiving and prayers of praise, including psalms and doxologies, to facilitate an appreciation of the significance of these forms of prayer for Christians.			By the end of Year 3, students express their ideas about God's relationship with people as individuals and communities. They express their ideas about God's presence and action in daily life experiences by selecting and using information, ideas and events in texts including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints. They express their 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. Students communicate ideas about the life and teaching of Jesus. They locate and use information about the cultural contexts in which the Gospels were <u>written</u> and the text types used by the human authors of New Testament to communicate their ideas including the Christian belief that Jesus is the Messiah. Students recognise how the Scriptures provide a foundation for living a moral life. They identify respect for basic human rights and acknowledgement of responsibilities, <u>in particular</u> for the poor and disadvantaged. Students demonstrate an understanding of the significance of Church community. They explain ways in which the Sacraments of Initiation (Baptism, Confirmation, Eucharist) welcome and strengthen members of the Church community. They describe significant people, events and features of a parish and diocese, past and present including the collaboration of clergy, religious and laity. They 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. They 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.			
Focus/Unit Title	Achievement Standard		Core Description	Core Scripture/ Complementary Texts	Explicit Prayer	Religious Life of the School
	Surface Learning	Deep Learning				
Term 1						
Cycle 1 – Why are <u>particular prayers</u> significant to Christians and how does prayer show God's presence in our daily lives?	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. 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	Express ideas about God's relationship with people as individuals and communities.	Christian Life - CLPS8 Christian Life - CLPS9	Our Father (Matthew 6:9-15, Luke 11:2-4) <i>Complementary</i> Psalms of Thanksgiving (Psalms 9:1-4, 13:8)	Meditative prayer practices, including guided meditation and mindful listening.	



High Quality Teaching and Learning in Religious Education

The St Peter's School Religious Education Program aligns with other curriculum areas to ensure a consistent, whole school approach to learning and teaching across the curriculum. It identifies how these approaches are developed, communicated, supported, reflected on and reviewed.

Accreditation Requirements

Teachers, when educating about the Catholic Christian tradition, are witnesses to the faith and the value they place on their personal religious beliefs is reflected in the authenticity of the teaching processes they employ. To ensure teachers at St Peter's School are supported to achieve and deliver a high level of religious education, they are supported to gain and maintain full accreditation to teach religion in a Catholic school and are given the opportunity to undertake regular professional and faith formation opportunities.

Accreditation to Teach Religion in a Catholic School

There are several administrative priorities that all schools in the Archdiocese of Brisbane need to address in the delivery of high-quality Religious Education Curriculum across all year levels. At St Peter's School, all teachers have Accreditation to Teach in a Catholic School, and all teachers of Religion have Accreditation to Teach Religion in a Catholic School or have Interim Accreditation while they undertake the appropriate post-graduate study in Religion and Theology.

Maintenance of Accreditation

As part of their professional learning, all staff are required to maintain their accreditation status by engaging in the required number of hours of professional learning every year. Regular professional learning opportunities are provided to ensure that all teachers can maintain their accreditation, and teachers are required to monitor their own personal professional learning to ensure that their accreditation status is maintained.

Professional Learning

All teaching staff at St Peter's School engage in ongoing professional learning which focuses on enhancing individual and collaborative practices, as well as the capacity to improve student learning. Teachers have regular access to relevant and engaging professional development to increase their capacity to teach the Religious Education Curriculum. Many of their opportunities for professional learning and development arise from goals named in the strategic plan, as well as personal areas of interest and need identified by teachers themselves.

Professional Development includes a range of experiences and professional learning opportunities during staff meetings, twilights, and staff development days, to provide a wide variety of opportunities for staff renewal and formation. Staff are also encouraged to seek opportunities with Brisbane Catholic Education or external agencies, to enhance and support their professional development.

At St Peter's School we demonstrate this through:

- A yearly professional development calendar that is designed to ensure that teachers are given appropriate support in Religious Education,
- All professional development opportunities recorded in iLearn,
- Regular contact with our Education Officer: Religious Education for school planning and support,
- Communication with staff regarding opportunities for faith formation, professional learning and resources to support the teaching of Religion,
- Supporting all staff to gain full accreditation through their participation in REAP and other post-graduate study requirements.



Powerful Pedagogies

St Peter's School has a collaborative approach to teaching and learning, where the Principal, APRE, APA, PLL, ST:IE, specialist teachers and classroom teachers work together to implement and monitor approaches to teaching and learning.

Teachers at St Peter's School embrace the guiding principles of system initiatives and directives, while maintaining alignment to school strategic goals and priorities, to improve outcomes for all students. They follow the BCE Model of Pedagogy and use an inquiry approach to plan and teach Religious Education, incorporating the use of digital tools to engage students.

Inquiry based learning promotes a constructivist approach to the Religious Curriculum and enables deep conceptual understandings and critical thinking skills. Inquiry questions, learning intentions and success criteria for Religion units are made explicit to students. Effective and expected practices, applied in the Religious Education classroom, allow for high quality and high equity learning outcomes for students and provide data for reflecting on student progress and achievement as well as teacher effectiveness.

Effective Assessment

At St Peter's School assessing student learning is an integral part of the school classroom. It improves learning and informs teaching. It is the process through which teachers identify, gather, and interpret information about student achievement and learning in order to improve, enhance and plan for further learning.

As part of their planning and teaching, teachers employ the first five key strategies for formative assessment, namely:

- Clarifying, sharing, and understanding learning intentions and success criteria,
- Engineering effective classroom discussions, activities and learning tasks that elicit evidence of learning,

- Providing feedback that moves learning forward,
- Activating learners as instructional resources for others (Peer Feedback),
- Activating learners as the owners of their own learning (Self-Assessment),

At St Peter's School, it is believed that evidence of achievement should reflect the knowledge, deep understanding and skills described in the relevant achievement standards and reflected in the success criteria.

- Knowledge describes the information, facts, and principles specific to a learning area.
- Deep Understanding relates to the concepts underpinning and connecting knowledge in a field/discipline and is related to a student's ability to appropriately select and apply knowledge to solve problems in a particular learning area.
- Skills describe the way of working specific to a field/discipline, and are therefore focused on specific techniques, strategies, or processes in a learning area.

Tools for Assessment

Teachers are encouraged to use a range and balance of assessment tools to cater to the unique learning needs of all students. Teachers gather a range of information about student learning through observation, consultation through small group work or individually as well as focussed analysis where teachers examine in detail, student responses to tasks or activities.

At St Peter's School, we demonstrate this through:

- Ensuring that assessments show equity, validity, and alignment,
- Using differing approaches, such as using digital technology, to provide multiple, authentic, and high-quality assessment opportunities,
- Unit, weekly, and daily plans that show differentiation strategies,
- Unit plans that show multiple assessment opportunities.

	Well Above	Above	Expected	Below	Well Below
Students will describe and justify their portrayal of God in their own image and explain how this relates to their personal relationship with God and the Jewish people, making connections to the scripture readings.	Students describe and justify their portrayed image of God. They explain how this relates to their personal relationship with God and the Jewish people, making connections to the scripture readings .	Students describe their portrayed image of God. They identify how this relates to their personal relationship with God and the Jewish people, making connections to the scripture readings .	Students describe their portrayed image of God. They identify how this relates to their personal relationship with God and the Jewish people.	Students describe aspects of their portrayed image of God. They partially identify how this relates to their personal relationship with God and the Jewish people.	Students attempt to use fragmented ideas to describe their portrayed image of God. Communication to identify how this relates to their personal relationship with God is fragmented.

Moderation and Consistency of Teacher Judgement

The moderation of assessment occurs both formally and informally at St Peter's School to ensure consistency in teaching and learning. Consistency in teaching and learning occurs first through a process of collaborative planning. The use of a common planning template ensures that language is consistent and that learning intentions, success criteria and the Line of Sight align with the Achievement Standard and the assessment task. The development of clear Assessment Rubrics enables learners to have a clear understanding of what is expected in their learning and allows teachers to apply the same correction standards to all student work. Intra-School and Inter-School Moderation opportunities exist to ensure consistency of teacher judgement.

At St Peter's School, we demonstrate this through:

- Use of the Line of Sight document during the process of planning for units of work to help build alignment between the Achievement Standard, Knowledge, Understanding and Skills,
- The creation of Assessment Rubrics assists teachers to apply the same correction standards to student work,
- Intra-school moderation during staff meetings,
- Participation in inter-school moderation where staff share samples of student assessment.

Effective Feedback to Students

Teachers at St Peter's School provide effective feedback to students, both formally and informally, to progress their learning. Assessment Rubrics and annotated work samples are used to provide authentic feedback in relation to the success criteria and curriculum achievement standards.

At St Peter's School, effective feedback involves teachers:

- Sharing with students the success criteria for each assessment task,
- Ensuring that students understand the success criteria,
- Explicitly teaching students how to apply these criteria to their own work,
- Providing students with Assessment Rubrics and work samples,
- Providing students with feedback to help them improve,
- Helping students establish learning goals to achieve improvement.

Reporting of Student Learning

Religious Education is not taught in isolation; it is a curriculum area like all other curriculum areas. It is taught, assessed, reported on, and evaluated in the same way and with the same rigour as other learning areas.

Assessment is developed from the achievement standard and multiple opportunities are provided for students to demonstrate their knowledge and skills in Religion. Feedback on these tasks is provided via informal conferencing with students, as well as written annotations. The use of assessment rubrics allows teachers to provide feedback to students and parents in relation to the achievement standard and ensures that teachers apply the same correction standards to student work. Student learning and progress is reported to parents twice per year in semester reports and formal parent/teacher/student interviews are offered twice per year.

Meaningful and Relevant Learning Experiences

St Peter's School encourages teachers to access high-quality and appropriate resources to enhance the learning experiences of all students, and this is achieved through:

- Teachers engaging with resources developed by Brisbane Catholic Education and shared with the system on the Catholic Identity: Professional Learning and Resources portal including the Three Worlds of the Text, teacher background for core and complementary scripture texts and explicit teaching of prayer,
- The allocation of funds to ensure high-quality contemporary religion resources including teacher reference materials and liturgical resources,
- Accessioning all resources purchased through the Resource Centre to ensure all staff can access resources,
- Prayer resources provided to each classroom,
- Teachers encouraged to access The Library to obtain resources to support teaching and learning including physical and electronic resources,
- Use of online resources such as Bible Gateway, Ways to Pray Calendar and At One Alter.

Monitoring and Evaluation of Religious Education

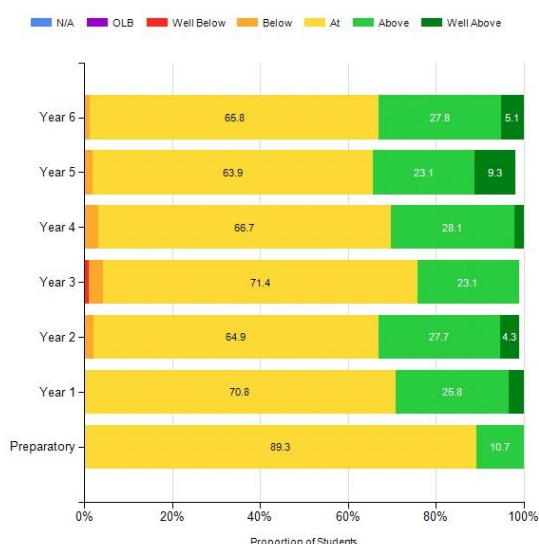
St Peter's School Religious Education Program outlines how student progress and achievement are monitored to ensure continued improvement for each student. Data is used to inform teaching and learning and to evaluate practice. Data informs not only the teaching of religion but the continued development of the Religious Life of the School.

Processes for Monitoring Student Achievement

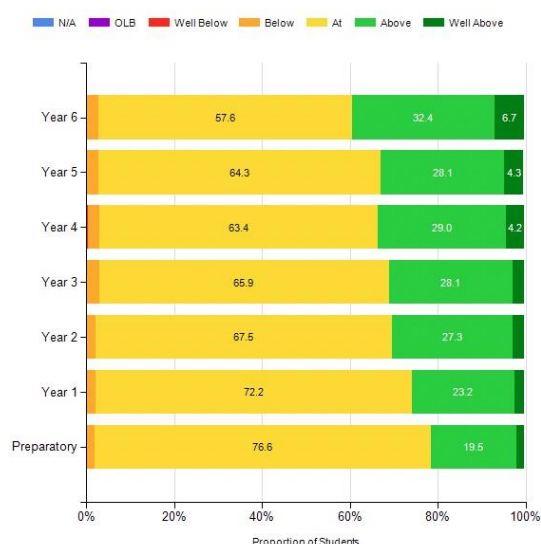
At St Peter's School, the responsibility for planning and evaluating the effectiveness of assessment processes is shared by the leadership team, classroom teachers and, when appropriate, specialist staff. It occurs when:

- During curriculum planning opportunities, teachers review the previous unit including assessment tasks and student performance. If required, changes and improvements are suggested for the next time the unit is used.
- The leadership team reviews student reporting data in the BI Tool to evaluate the awarding of standards across year levels and within individual classes, which leads to discussions and the provision of professional learning opportunities such as diversity of assessment, depth in tasks to extend students and assessing students with additional needs.

School Results by Year Level - 2022 Semester 1 - Religious Education



BCE Results by Year Level - 2022 Semester 1 - Religious Education














Processes for Monitoring Planning

At St Peter's School year-level scope and sequence documents inform Religious Education planning. These documents have been designed to be working documents, that are reviewed and refined as necessary. Teachers and the APRE review the effectiveness of all elements of unit planning to make recommendations for future improvements. The leadership team annually record and review whole school goals and action plans for the learning and teaching of religion and the Religious Life of the School.

At St Peter's School, we monitor planning by:

- Working from a year-level scope and sequence,
- Reflecting on the effectiveness of units of work to make recommendations for future improvements,
- Storing units and resources on the school portal to allow shared access and to promote consistency and transparency,
- APRE and PLL review planning documents and provide feedback,
- Engaging in intra-school and inter-school moderation.

Staff Common > 002_Curriculum > Religion > Religion Curriculum Planning > 2022 > **Prep**

 Name ▾	Modified ▾
 (0) Scope and Sequence	2 June
 (1) Planning Template	1 August
 (Term 1, Cycle 1) How can we live safely and happily in our community	2 June
 (Term 1, Cycle 2) How can we know about God and the goodness of creation	2 June
 (Term 1, Cycle 3) What is the Easter story	2 June
 (Term 2, Cycle 1) Who is Jesus	2 June
 (Term 2, Cycle 2) How did Jesus teach his Disciples to pray	2 June
 (Term 3, Cycle 1) Who are these Old Testament people	2 June
 (Term 4, Cycle 1) How can I be more like Jesus	2 June
 (Term 4, Cycle 2) How can we remember Jesus' birth	2 June

Processes for Monitoring the Religious Life of the School

St Peter's School uses the Religious Life of the School P-12 to develop opportunities and set goals to develop the Religious Life of the School. The four interrelated components of Religious Identity and Culture, Evangelisation and Faith Formation, Prayer and Worship and Social Action and Justice, while mutually reinforcing, provide a significant focus. Both formal and informal processes are used to monitor how well the components are being addressed and taught.

At St Peter's School, we demonstrate this through:

- Annual and strategic school goals and action plans,
- Principal and APRE meet with the Parish Priest to review and plan liturgical celebrations and prayer rituals in the school,
- The APRE develops the yearly prayer, social justice, and liturgical calendars,
- The leadership team discusses and reviews the school's Social Justice and Outreach programs,
- School policies and procedures are reviewed in light of the school's charism and mission statement,
- The school undertakes to renew its understanding and commitment to the charism of its founding religious institutes.

