

Year 10 RE – Refugees and Asylum Seekers Unit

Religion Curriculum –

Year 10 Level Description

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 10, students learn about various ways in which humans have understanding of the mystery of God or the 'Other', which is ultimately beyond human language, concepts and stories. These include the human experience of the created world; the valuable insights of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) as reflected in their core beliefs and practices; the different representations of God in Old Testament and New Testament texts by various human authors in different historical, social and cultural contexts; Christian spiritual writings that search for the mystery of God in the midst of world events and the course of human history; and participation in personal and communal prayer that can lead believers to contemplation (the simple awareness of the presence of God).

Students explore how the Church has responded to the range of unprecedented threats to both human ecology and environmental ecology facing Australian and the Modern World (c. 1918 to the present) from science, technology, materialism, consumerism and political ideologies. They develop critical understanding of the various sources that guide the Church's action in the world today, including the teaching of Jesus and the early Church, the principles of Catholic social teaching and the reasoned judgements of conscience, carefully formed and examined. They examine the Eucharist as the primary and indispensable source of nourishment for the spiritual life of believers, who carry on Jesus' mission in the world. They continue to develop their understanding of prayer in the Christian tradition through an exploration of Centring Prayer; prayers for justice, peace and the environment, including the Prayer of St Francis, the Magnificat and the Canticle of Creation; and meditative prayer practices, including praying with the help of nature.

Content Descriptions:

Christian Spiritual Writings and Wisdom

Religious Knowledge and Deep Understanding

Christian spiritual writings, in their many forms (e.g. blogs, personal journals, poetry, books, pastoral statements, conciliar documents), search for the mystery of God in the midst of world events and the course of human history (c.1918CE to the present), such as war and peace, genocide and reconciliation, globalisation and community, consumerism and sufficiency, relativism and morality, development and ecology.

Skills

Critique and evaluate Christian spiritual writings in their effort to search for the mystery of God in the midst of world events and the course of human history (c.1918CE to the present).



STCW11

Church History

Religious Knowledge and Deep Understanding

In a time of great challenge and change (c.1918 CE to the present), the Church had to respond philosophically and theologically to unprecedented threats to both human ecology and environmental ecology from science, technology, materialism, consumerism and political ideologies.

The Church's philosophical and theological responses involved rethinking and reforming its cultural influence, political influence, social structure, roles and relationships, economic power and evangelising mission.

Recurring broad patterns of historical change (namely: Construction: Searching for Unity, Order and Authenticity; Deconstruction: Challenges to Unity, Order and Authenticity; Reconstruction: Restoring unity, order and authenticity) are evident in the story of the Church in a time of challenge and change (c. 1918 CE to the present) as it was forced to question its nature and role in the world.

Skills

Sequence significant events and developments in the Church (c. 1918 CE to the present) within a chronological framework.

Analyse the causes and effects of these significant events and developments in the Church and explain their relative importance.

Develop, evaluate and modify questions to frame an historical inquiry about significant events or developments in the Church (c. 1918 CE to the present).

Explain different interpretations (including their own) of the Church's past (c.1918 CE to the present), using historical terms and concepts, and acknowledging sources of information.



CHCH9

Mission and Justice

Religious Knowledge and Deep Understanding

Assisted by the Holy Spirit, the Church draws on the teaching of Jesus and its living tradition to respond to emerging moral questions about economic structures and development. Catholic social teaching proposes principles for reflection, provides criteria for judgment and gives guidelines for action.

The principles of Catholic social teaching, especially participation, economic justice, global solidarity and development, preferential option for the poor, stewardship, and subsidiarity, provide guidelines for just economic order and development.

Christians believe that human work shares in God's creative activity. Work enables each person to use their talents to serve the human community. Employment without discrimination and for a just wage is each person's moral right.

Skills

Explain different viewpoints, attitudes and perspectives about particular examples of economic order and structure (e.g. access to employment, conditions of labour, discrimination in the workforce) through the development of cohesive and logical arguments, informed by the principles of Catholic social teaching.

Articulate their own understanding of the nature and purpose of human work, informed by the principles of Catholic social teaching.



CLMJ11

Prayer and Spirituality

Religious Knowledge and Deep Understanding

Believers pray for justice, for peace and for the environment, including The Prayer of St Francis, The Canticle of Creation and The Magnificat. The Prayer of St Francis is a prayer for peace. In a world often troubled by war and violence, it calls us to be instruments of Christ's peace and love. The Magnificat (Luke 1:46-55) is Mary's song of hope in God's salvation and justice for all. The Canticle of Creation is a prayer of praise for the creator God.

Skills

Participate with respect in a variety of personal and communal prayer experiences, including prayers for justice, peace and the environment.

Analyse and explain the features of prayers from the Catholic and wider Christian traditions, including The Prayer of St Francis, The Magnificat, and The Canticle of Creation (e.g. language, vocabulary, images, purpose, context, structures, patterns, style).



CLPS24

Year 10 Achievement Standard

By the end of Year 10, students explain how the mystery of God can be named and understood through the experience of the created world. They analyse core beliefs and practices of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) and explain how these reflect the human understanding of God or the 'Other'. They use evidence from [Old Testament](#) and [New Testament](#) texts to explain different representations of God by various human authors in different historical, social and cultural contexts and evaluate their application for a modern Australian context. They critically analyse the efforts of a range of Christian spiritual writings to search for the mystery of God in the midst of world events and the course of human history.

Students analyse ways in which the Church has responded to a range of emerging threats to both human ecology and environmental ecology. They explain the significance of various sources that guide the Church's action in the world (including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience) and that nourish the spiritual life of believers (including the [Eucharist](#), and individual and communal prayer for justice, peace and the environment). They develop and justify their own response to a contemporary moral question, using evidence from these various sources to support their response. They participate respectfully in a variety of personal and communal prayer experiences, including meditative prayer; prayers for justice, peace and the environment; and meditative prayer practices.

Links to the Religious Life of the College

- Each student completing this Unit will participate in the 'Paddy's Van – Zillmere Refugee Tutoring Program' at least once during the Unit
- The Unit prepares students to participate in the College's 'Detention for Detention' Advocacy program which occurs during Refugee Week (Term 3)
- Classes completing this unit during Term 1 can draw links to the Ash Wednesday liturgy this year which focussed on the plight of the children held in detention, as well as the ERA for Change program advocating for the young people and their families.

Unit Overview	
Week	Content / Resources
1	<ul style="list-style-type: none"> - Define Refugee / Asylum seeker / detention - Debunk myths / perceptions / opinions - Introduce Convention: UN's role
2	<ul style="list-style-type: none"> - Tampa story / history - Australia's political response since Keating Government - Research task – see Onenote - Exit Asylum activity – see OneNote
3	<ul style="list-style-type: none"> - What does the Convention mean? What purpose does it serve? - Articles of the Convention - Go Back to Where you came from Ep 1 - Mapping activity - Research task – Iraq conflict
4	<ul style="list-style-type: none"> - Catholic Social Teaching - What does it mean? - What role do the principles play in society? - Advocacy vs. Service - Go Back to where you came from Ep 2 - Mapping activity - Research Task – Congo conflict - Source for CST on Refugees and Asylum Seekers http://social-spirituality.net/social-spirituality/catholic-social-teaching-on-refugees/
5	<ul style="list-style-type: none"> - Refugee Camp conditions - Home away from home doco, Zaatari Y chart - Go Back to where you came from Ep 3 - Mapping activity - Research task – Syrian conflict
6	<ul style="list-style-type: none"> - Conditions in Australia's detention centres - Torture article - Children in detention - Between the Devil & the deep blue sea Doco - Catch up lesson – Go back to where you came from - Reflection on Go Back to Where you Came From
7	<ul style="list-style-type: none"> - Catch up lesson - Finish Between the Devil & the deep blue sea Doco - Alternatives to detention / refugee arrival - The Italian Solution doco - Alternatives fact sheet
8	<ul style="list-style-type: none"> - Department of immigration key players – Peter Dutton - Show No way go back ad - Draft letter - Check for use of phrases / key words from Catholic Social Teaching - Check for reference to UN Convention
9	<ul style="list-style-type: none"> - Submit letter (Assessment Task)