



Religious Education Curriculum P-12

ARCHDIOCESE OF BRISBANE



Year Seven

The following table provides an overview of the core and complementary texts for this year level and identifies biblical themes, people and text types. NRSVCE is the recommended translation of the text by BCE. CEV and NABRE are also useful translations depending on a school's context.

Biblical themes: guidance for living faith (Torah, teachings, instructions), faith journeys, festivals, celebrations and customs, remembering ancestors of faith, leadership and ministry

Bible people: Abraham and Sarah, Moses and Aaron, David, Elijah, Mary, Jesus, the Twelve, Paul

Bible text types: Narrative, laws, wisdom, literature, Gospels, prologues, letters

CORE TEXTS

COMPLEMENTARY TEXTS

The significance of sacred texts for the way believers choose to live (*explicit connection to CLMF11*)

The Golden Rule - [Matthew 7:12](#)
Jesus draws on his Jewish tradition - the Torah and the prophets - [Tobit 4:1-5](#);
[Leviticus 19:18](#)
The Shema - [Deuteronomy 6:4-5](#)
Decalogue - [Exodus 20:1-20](#)
Greatest Commandment - [John 13:34-35](#)

Ways to live - [Romans 12:9-21](#)
Temptation of Jesus - [Matthew 4:1-11](#); [Luke 4:1-13](#);
[Mark 1:12-13](#)
Jesus' interpretation of the Law -
[Luke 6:27-36](#); [Matthew 5:17-20](#)
Beatitudes - [Matthew 5:1-12](#); [Luke 6:20-36](#)

The purpose of teaching the text:

Scripture is an ancient, sacred text that is like a treasure box for people who believe in God. For thousands of years, leaders of faith communities have turned to Scripture as the greatest written treasure for helping every generation answer the questions of what do we believe about God and how does God call people to live? The answers are not just found in one place within the Bible, but in multiple texts that echo the same themes. As a faithful Jewish person, Jesus heard texts from the Old Testament every day and then in his own ministry he interpreted these texts for his times. Every generation is called to do this same task. The texts point to authentic ways of Christian living. The community of believers around the world have established Sacraments and rituals for living out these beliefs and responding in times when people express genuine sorrow for living in ways that are not in accordance with key beliefs drawn from Scripture.

Questions that may assist students create meaning from the text:

- *Why is an ancient text like the Bible so important to believers today?*
- *Is there any substitute for the Bible?*
- *How could something written so long ago have any relevance for people living in our world today? In what ways do sacred biblical texts influence how believers choose to live today?*
- *What can happen if believers forget about or ignore what is in these sacred texts?*
- *How do believers know, remember and discern the meaning of what is in these sacred texts?*
- *How could these texts be read to enable believers to obtain deep meaning (beyond the literal and obvious) that is consistent with God's dream for our world? For example, "You shall not kill", can point to meaning beyond a physical life.*
- *How could the actions of people today contribute to killing the self-esteem or dignity of another?*

Achievement Standard:

They consider and draw conclusions about the significance of sacred texts for the faith journey of believers. Students examine and explain the significance of Church teaching and basic principles of Christian morality for the way believers live out their faith, personally and communally.

Believers express, profess and live out their faith (explicit connection to BETRg)

The Apostles Creed and Nicene Creed

The creeds are not scripture texts, but all statements within the Creeds are drawn from Scripture.

Allow students to select some Scripture texts to explore the source for statements in the Creeds.

[The Apostles' Creed](#)
[Nicene Creed](#)

Announcement to Mary - [Luke 1:26-38](#)

Announcement to Joseph - [Matthew 1:18-25](#)

Jesus predicts his suffering and death -

[Mark 8:27-33](#); [Mark 9:30-32](#);

[Mark 10:32-34](#); [Luke 9:22, 43-45](#);

[Luke 18:31-33](#); [Matthew 16:21-23](#); [Matthew 17:22-23](#);

[Matthew 20:17-28](#)

Suffered under Pontius Pilate -

[Matthew 27:1-26](#); [Mark 15:1-15](#);

[Luke 23:1-25](#); [John 18:1-19:16](#)

Resurrection of Jesus - [Mark 16:1-8](#); [Matthew 28:1-15](#); [Luke 24:1-12](#); [John 20:1-10](#)

The purpose of teaching the text:

The creeds were developed at different historical points in time when faith leaders needed to clarify and come to consensus about their core beliefs. Scripture was the key source for these leaders to develop written statements of belief.

Questions that may assist students create meaning from the text:

- *What is the difference between expressing and professing faith?*
- *When might believers express their faith?*
- *When do members of the Catholic Church community profess their faith?*
- *The Bible is a sacred book that helps people understand about God, so what meaning could particular Scripture texts hold for believers?*
- *How do one's beliefs influence the way in which a person chooses to live?*
- *How could one's faith beliefs influence the way in which a person chooses to live?*
- *What connection is there between some public holidays in Australia and some of these Christian beliefs?*
- *Have believers always celebrated Good Friday and Easter in the same ways?*

Achievement Standard:

Students differentiate ways in which the faith of believers is expressed, professed and lived out in different communities, past and present.

Christianity, Judaism and Islam: connected through stories of the patriarchs, Moses and the prophets. *(explicit connection to BEWR8)*

Abraham and Sarah - [Genesis 17:1-22](#)
Moses - [Exodus 13:17-14:30](#)

Ishmael's descendants - [Genesis 25:12-18](#)
Jacob and Esau - [Genesis 25:19-23](#); [Genesis 27:1-45](#);
[Genesis 33:1-17](#)
Jacob's sons/Twelve Tribes of Israel - [Genesis 29:14-35](#);
[Genesis 30:1-13, 17-24](#);
[Genesis 35:16-20](#); [Genesis 35:22b-29](#)
God renames Jacob "Israel" - [Genesis 32:23-32](#)
Death of Jacob/blessings on his sons - [Genesis 49:1-33](#)

The purpose of teaching the text:

The believers of the Abrahamic religions share some common stories that are held in their respective sacred texts. In Year 7, it is important to become familiar with these common stories (listed above).

Questions that may assist students create meaning from the text:

- *How and where did these texts originate?*
- *Which religious community first held these sacred texts as important?*
- *What happened that led to the development of Christianity and Islam?*
- *What meaning do these texts hold for Christian believers?*
- *What meaning do these texts hold for Jewish believers?*
- *What meaning do these texts hold for Muslim believers?*

Achievement Standard:

They investigate the beginnings of the Christian faith (c. 6 BCE – c. 650 CE) and explain the role of key people and events in its development. They determine some ways in which Christianity shares common beginnings of faith with the other monotheistic religions (Judaism and Islam).

Living out faith (some Christian customs and rituals have foundations in Judaism) *(explicit connections to STOT12, STNT16)*

Festivals and customs

Passover - [Exodus 12:1-4](#), [Mark 14:12-26](#)
Weeks/Pentecost - [Acts 2:1-4](#); [Leviticus 23:9-22](#)

Laws and practices

Sabbath - [Mark 2:23-28](#)

Unleavened bread - [Matthew 26:17](#)

Tabernacles - [John 7:2](#)

Pesach/Passover - [Exodus 12:21-51](#); [Exodus 13:17-15:26](#);
[Leviticus 22:26-23:44](#)

Sacrifice of Isaac - [Genesis 22:1-18](#)

Birth of Samuel - [1 Samuel 1:1-2:10](#)

God's remembrance of His people - [Jeremiah 31:1-19](#)

The purpose of teaching the text:

Christianity has evolved from Judaism and some Christian festivals and customs have their foundation in Judaism, although they may have been celebrated differently. For example, Pentecost may only be perceived by Christians to be a celebration of Christian faith, yet biblical references provide insights to this being a Jewish celebration that Jesus participated in before Christianity existed.

Questions that may assist students create meaning from the text:

- *What can we discover from these texts that provides clues about whether this was always a Christian celebration, or whether it was Jewish celebration before Christianity even existed?*
- *What meaning does this celebration hold for Jewish communities of faith?*
- *What meaning does this celebration hold for Christian communities of faith?*
- *Why are people still celebrating these customs and festivals today?*
- *What differences are there between the way that different faith communities celebrate these customs and festivals today, with how they were celebrated in the past?*

Achievement Standard:

Students differentiate ways in which the faith of believers is expressed, professed and lived out in different communities, past and present.

Understanding differences between historical truth and religious truth

(explicit connections to STNT16, STNT17)

Intention of the Gospel authors - [Luke 1:1-4](#); [John 20:30-31](#)

Students could select a creation story to explore what the authors may have intended as religious, scientific, or historical truth.

[Genesis 1:1-2:3](#); [Genesis 2:4-25](#); [Genesis 3:1-24](#)

The purpose of teaching the text:

The Bible is not a history book, although it does contain some historical references and events. The Bible is a theological book that provides key insights to enable people to understand important insights about God, what God is like, and how God wants people to live. Therefore, the purpose of the Bible is to present religious truth. Without understanding this distinction, students may interpret the creation stories in Genesis as scientific, historical truth, when the authors intend these stories to be read to reveal religious truth. God created the world from love, enabling humans to make their own choices and live with the consequences of those choices. Whatever science tells us about how the world was made is scientific, historical truth for our time. Likewise, the Gospel authors never set out to tell all the historical details of the life of Jesus. Instead, they set out to write stories about Jesus that are filled with religious truth that has relevance for their communities. If the Gospels were accurate historical records of the life of Jesus then only one Gospel needed to be written. For example, in the creation texts:

Science – the How of creation

History – the When of creation

Religion – the Why of creation

Questions that may assist students create meaning from the text:

- *What clues can we discover from this text about the author's purpose for writing?*
- *What evidence is there that the Bible is a history book? If the Bible is a history book, why are there four different Gospels with four different accounts of the life and death of Jesus?*
- *Do you think the author wrote this text thinking, 'I really want people to know what historically happened here?' Or do you think the author wrote this text thinking, 'I really want people to understand something really important about God through this story?'*
- *What evidence could you highlight from each text to present a case for the author wanting to present historical truth?*
- *What evidence could you highlight from each text to present a case for the author wanting to present religious truth?*
- *Why does this matter for the way in which a person interprets the text?*

Achievement Standard:

By the end of Year 7, students evaluate how sacred texts influence the life of believers. They consider how sacred texts reflect the audience, purpose and context of their human authors.

Prayer, ritual and sacred texts *(explicit connection to CLPS18)*

The Scriptural basis of The Our Father - [Matthew 6:9-13](#); [Luke 11:1-4](#)

The Scriptural basis of The Hail Mary - [Luke 1:28](#); [Luke 1:42](#)

Allow students to select one or more texts that are honoured by the Church community for prayer.

God understands our thoughts - [Psalm 139](#)

Elijah journeys, looking for God -

[1 Kings 19:8-13](#)

The gift of wisdom within - [Wisdom 7:22-30](#)

A text often used for a funeral liturgy -

[Wisdom 3:1-9](#)

Paul's prayer - [Ephesians 3:14-21](#)

I thank my God every time I remember you -

[Philippians 1:3-11](#)

The Shema - [Deuteronomy 6:5-9](#); [Numbers 15:37-41](#)

The purpose of teaching the text:

Scripture is a key source of spiritual nourishment for believers. By Year Seven some students will have been exposed to many Scripture texts for prayer and ritual and may be beginning to discover some texts that are personally meaningful for them. Students who are new to a Catholic school may have limited experience of using Scripture for prayer and ritual or understanding how Scripture provides the foundation for some prayers. This is an opportunity to allow students to discover how Scripture could speak to them personally, or to a particular faith community, and to develop an appreciation that Scripture can speak in different ways to different people, at different times.

Questions that may assist students create meaning from the text:

- *I wonder what inspired this prayer to be written. Do all people find the same meaning in Scripture texts?*
- *Why can Scripture speak differently to different people, at different times?*
- *If someone read this text at heart level, paying attention to the words that seem to hold significance, what meaning might they obtain from the text?*
- *Why might this text be treasured by the Church community for prayer?*

Achievement Standard:

Students evaluate and draw conclusions about the significance of prayer, ritual and sacred texts for the faith journey of believers, personally and communally.

Go to the online curriculum platform for greater detail to unpack the Year Level Scripture