Religious Education supporting the integration of faith, life and culture

Religious Education Framework for SA Catholic Schools
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Imprimatur:
Most Rev. Philip Wilson DD JCL
Archbishop of Adelaide

The Nihil Obstat and Imprimatur are official declarations that the work contains nothing contrary to Catholic Faith or Morals. It is not implied thereby that those granting the Nihil Obstat and Imprimatur agree with the contents, statements or opinions expressed. These declarations are applicable to sections A and B.

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Introduction: Nature of the Document

Section A: The Foundation Document
This section explores the context of the Catholic school as part of the evangelising mission of the Church. This section examines the privileged environment in which religious education and catechesis are carried out. It enables teachers to understand the relationship between Catholic ethos and the total curriculum of the school as they are called to proclaim and live the Reign of God.

Section B: The Framework for the Religious Education Learning Area
This section explores the need to create a synthesis between culture, faith and life and the implications for the Key Learning Area of Religious Education. This section states the purpose of the Religious Education Framework and names its educational foundations. It articulates the Essential Learnings as they have their foundation in the Christian understanding of God, Church and the human person and examines the structure of the Religious Education Framework with its Key Ideas and Outcomes. The characteristics of the learner for each Strand are identified and the ways in which the learner engages with each Strand are investigated. To assist teachers in planning, each Learning Outcome is explored in detail.

Section C: The Companion Documents [For future development and release]
This section explores the key principles for the development of rich, relevant and meaningful learning sequences in Religious Education and includes:
1. Planning and designing, using the Religious Education Framework
2. Teaching and learning methodologies that draw religious meaning from events and experiences and integrate these experiences with the faith tradition
3. Assessing, reporting and evaluating in the Religious Education Learning Area
4. Resourcing the Religious Education Learning Area through a wide variety of materials that speak meaningfully to today’s students.

Crossways is available in print, CD Rom and at http://re.cesa.catholic.edu.au
Religious Education: supporting the integration of faith, life and culture
Dear Religious Educators,

3rd July 2006

Your faith and commitment to the mission of the Church plays a critical role in maximising the capacity of the Catholic school to evangelise the students in its care. The goal of the Religious Education Learning Area is to provide a synthesis between culture, faith and life. The synthesis between culture and faith is reached by integrating all the different aspects of human knowledge through the curriculum which is delivered in the light of the Gospel. The synthesis between faith and life is expressed in the fullness of life found in Christ. The goals of the Religious Education Learning Area cannot be realised apart from the witness in faith that you provide to students.

Crossways is derived from the Universal Catechism of the Catholic Church and we are pleased to approve it as the authorised Framework for Religious Education in Catholic Schools in the Archdiocese of Adelaide and the Diocese of Port Pirie.

Crossways provides a clear curriculum framework for the development of teaching and learning within the Key Learning Area of Religious Education. It grounds Religious Education within the broader evangelising mission of the Catholic school. Teachers nurture the formation of students in partnership with parents who are the first educators of their children and they join with the broader community of the Church which is the primary locus of catechesis. “I came that they may have life, and have it abundantly” (John 10:10).

Teachers are witness to, and sharers in, the Mystery which they themselves live and lovingly communicate to others. The witness that teachers give to their students lays the foundation for authentic religious education. Crossways provides a framework for leading students into the fullness of their humanity through a systematic engagement with the rich tapestry of beliefs, values, rituals and teachings within the Catholic faith.

As a religious educator, you share in the privilege of providing the students in your care with an experience of Church that is authentic and life-giving. We thank you for all that you do in responding to this privilege and responsibility.

+Philip Wilson
Most Rev Philip Wilson DD JCL
Archbishop of Adelaide

+Most Rev Eugene Hurley DD
Bishop of Port Pirie
Religious Education supporting the integration of faith, life and culture
Introduction

Dear Colleagues,

It is with great pleasure that we present Crossways to you as the authorised framework for Religious Education in Catholic Schools in South Australia. Crossways subsumes the Doctrinal Scope and Sequence and builds on extensive consultation and partnerships across our community to present a contemporary framework for the development of Religious Education. Crossways draws upon current developments in theology, curriculum and educational theory to provide a Religious Education framework that is congruent with the South Australian Curriculum Standards and Accountability Framework.

The underlying reason for the existence of the Catholic school is the quality of the Religious Education that is integrated into the overall education of students. Crossways presents a Framework for Religious Education that is authentically Catholic and has the same systematic demands, rigour and creativity as the other eight Key Learning Areas. Through its educational outcomes, Crossways complements and supports the catechesis that unfolds across the broader life of the school, family and parish.

Drawing its inspiration from the four sections of the Catechism of the Catholic Church, Crossways invites students into an encounter with the Catholic faith as a believing, living, celebrating and praying faith tradition. Crossways draws from this rich tradition to offer students the opportunity to develop the Essential Learnings associated with the SACSA Framework: Futures, Identity, Interdependence, Thinking and Communication. It does this within the context of a process of learning that is life-long and life-wide.

We thank you for all that you do to nurture the faith of your students and commend Crossways to you in your ongoing development as a religious educator in our schools.

Allan Dooley
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