

UNDERSTANDING FAITH

Guidelines for the implementation and use of the Realigned Year 7-10 Religious Education Curriculum

Year 7-13 Catholic Secondary Schools in Aotearoa New Zealand

*These guidelines supplement the current
Understanding Faith Religious Education Curriculum Statement.*

A. Introduction

The Bishop, as chief teacher in the diocese, has responsibility for religious education in Catholic schools. The New Zealand Catholic Bishops Conference has established a national Religious Education (RE) curriculum for all Catholic primary (Year 1-8) and secondary (Year 9-13) schools in this country. The two documents that provide the framework for this curriculum are:

- *The Religious Education Curriculum Statement for Catholic Primary Schools in Aotearoa New Zealand (Year 1-8).*
- *Understanding Faith: Secondary Religious Education Curriculum Statement for Catholic Secondary Schools Years 9-13.*

While every school must develop its classroom application of this curriculum in order to best meet the particular learning needs of their students, the Bishops require that the scope and content of the nationally agreed curriculum is adhered to. This ensures that students have access to the breadth and depth of the Catholic faith tradition.

Rationale: A growing number of Catholic Year 7-13 schools have in recent years called for a realignment of the Year 7-10 RE curriculum to assist in meeting the needs of their students. There are a number of reasons for this:

- An increasing number of Catholic schools now operate a Year 7-13 structure rather than an attached intermediate model;
- For many of these schools, the significant intake is at Year 7 rather than Year 9;
- The existing Year 7-8 RE curriculum builds on, and is currently more aligned with, that of the preceding years. This is problematic when it is now part of a Year 7-13 curriculum;
- An increasing number of students entering colleges at Year 7 are new to Catholic schools i.e. have received little or no religious education to this point;
- Most schools find it difficult to cover all required Year 9 and 10 topics and realignment offers the opportunity to expand the timeframe of the delivery without needing to abandon the content of the Year 7 and 8 Curriculum. Some unhelpful repetition can be avoided and greater depth achieved.

A realignment of the Year 7-10 RE Curriculum will assist schools to address these issues as well as bringing RE planning and delivery more in to line with the format of the current New Zealand Curriculum (NZC). This NZC uses a levelled structure (See diagram A) and schools are required today to develop their own subject curricula to meet stipulated achievement outcomes in the local situation for the different, overlapping levels. ‘Differentiated learning’ is now the norm and current Learning Management Systems reflect this in the use of progressions for planning and reporting.

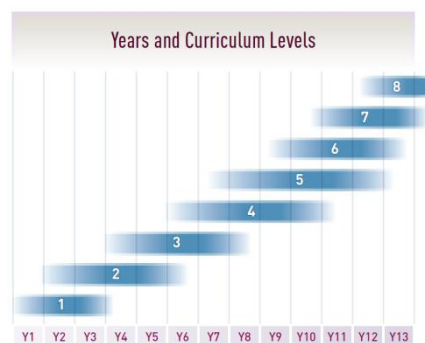


Diagram A: The New Zealand Curriculum
<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum>

A national model needs to be established to ensure consistent delivery and balanced coverage of the entire curriculum – Years 1-13. The realigned curriculum is not a new curriculum and

nor is the Years 1-8 / 9-13 RE curriculum the old curriculum. The realigned curriculum reshapes and reorganizes the Year 9 and 10 components of the *Understanding Faith* curriculum across Years 7-10 as part of a seamless Year 7-13 school curriculum. Year 7 and 8 topics are appropriately incorporated into this planning according to the scope and sequence provided here.

Following evaluation of recent realignment trials¹, the process outlined in these guidelines has been developed for use in all approved Year 7-13 Catholic colleges in New Zealand. These mandatory guidelines are provided to ensure that no topic areas from the Year 7-10 curriculum are inadvertently or deliberately left out in the implementation of the realigned curriculum. In particular, those topics from the Year 7 and 8 curriculum not delivered systematically and intentionally need to be demonstrably incorporated into the Year 9 and 10 material to ensure all achievement objectives are met.

These guidelines then are intended to supplement the current RE curriculum as they apply to Year 7-10 religious education classes in Year 7-13 colleges. They therefore carry the same authority as the original curriculum and are to be used only in colleges with authorization from the local Vicar for Education (or equivalent Bishop's agent).

B. Preparation for Implementation

The implementation and management of the realigned Year 7-10 RE Curriculum (the *Realigned RE Curriculum*) is a significant step on the part of any Catholic college and entails three key steps:

- I. Suitability and Approval:** Careful assessment of a college's suitability for implementation of the Realigned RE Curriculum and successful application to begin preparation to the local Vicar for Education (or equivalent) or delegated RE Office;
- II. Preparation for Implementation:** Comprehensive preparation for implementing the Realigned RE Curriculum culminating in successful application to the Vicar for Education (or equivalent) for permission to proceed with realignment;
- III. Ongoing Monitoring:** Ongoing monitoring of the delivery of the Realigned RE Curriculum.

Each of these three steps will be addressed below.

I. Suitability and Approval

The Realigned RE Curriculum is only suited to Year 7-13 colleges that meet the following criteria:

- 1) The bulk intake for the college is at Year 7 (rather than Year 9);
- 2) Year 7-10 RE teaching staff are aware of the proposed change and are willing to engage with the both the Primary and Secondary RE Curricula;

¹ The realignment trial took place in four Auckland Catholic colleges led by the pioneering work of Marist College, Mt Albert. Acknowledgement is due especially to Ms. Susan Brebner who was instrumental in developing the project. Appreciation is also extended to the Principals and senior RE Staff at Carmel, De La Salle, Marist and Sancta Maria Colleges and to the Auckland Diocesan Secondary RE Advisor and Vicar for Education.

- 3) Staff involved are ready to participate in significant PD to support the introduction of the Realigned RE Curriculum.

Colleges who meet these criteria and wish to apply for permission to adopt the Realigned RE Curriculum must agree to:

- 1) deliver the required number of hours of RE class per week as mandated by the NZCBC. Note: where RE is integrated with other curriculum subjects, an equivalent number of RE teaching hours is required;
- 2) prepare and maintain detailed lesson/unit planning that demonstrates how all required topics are being delivered/treated;
- 3) abide by these guidelines in their implementation of the Realigned RE Curriculum;
- 4) work with the diocesan RE office in both the implementation and ongoing use of the Realigned RE Curriculum to ensure that these requirements are met;
- 5) assist any Catholic Special Character Review in identifying strengths and weaknesses in the application of the Realigned RE Curriculum;
- 6) undertake any RE PD required by the diocesan RE office in order to effectively implement the Realigned RE Curriculum;
- 7) contribute their total annual RE Curriculum Development Levy invoiced in February².

Colleges wishing to apply to adopt the Realigned RE Curriculum should do so using the Application Form provided (Appendix One). Application is to be from the college Board of Trustees and Principal and is to be made to the local Vicar for Education (or equivalent Bishop's agent / delegated RE Office). Successful application will result in provisional acceptance to begin preparing to realign the RE Curriculum. Final authorization to proceed will be dependent on subsequent Diocesan assessment of readiness to successfully implement the process.³

II. Preparation for Implementation

Once permission is granted to a college by the Vicar for Education (or equivalent) or delegated RE Office, the college is required to take a substantial period (one year recommended) in which to thoroughly prepare for RE Curriculum Realignment. It is expected that the diocesan RE Advisors (Primary and Secondary) will be involved in both the planning and implementation of this preparation process. The following is a check list of issues that need to be considered and prepared for.

- 1) Unit Preparation: The DRS/HODRE will need to prepare the appropriate topics for delivery at the newly assigned level. RE Teachers can assist with this but it will remain the responsibility of the DRS/HODRE and Principal to ensure that this age/level appropriate preparation is carried out.
- 2) Professional Development: All RE teaching staff need to be well prepared. This includes the necessary regular PD for them to be comfortable with the new topics that they will be delivering. With the rearrangement of topics, all Year 7-10 RE teachers

² The 2015 levy has been set at \$6.70 (incl. GST) per student for all Catholic Schools years 1-13. This will be reviewed annually on a cost recovery basis.

³ Refer Appendix 3.

will be teaching from both primary and secondary curriculum/resources and familiarity with the scope, sequence and content of both will be necessary. To this end, a significant amount of PD is required for each teacher delivering this curriculum. This PD will take a number of forms:

- a. Overall introduction to the Realigned RE Curriculum and its implications needs to be carried out by a HODRE / DRS who is entirely familiar with the programme. Involvement of the diocesan RE Advisors is required at this stage.
- b. HODRE / DRS face-to-face time with individual teachers is recommended to assist with clarity over what is being asked of them.
- c. The most valuable and effective teaching happens when each teacher is involved in and therefore owns what has been planned. Group planning of units is highly recommended to allow for learning from one another and the sharing of good resources and ideas. Involvement of the diocesan RE Advisor may also be valuable helpful here.

The requirement of a specific number of hours of PD is unlikely to be helpful given that each teacher's and each college's situation will be different. As a guide, the equivalent of two full days (12 hours) would be considered a minimum and the Diocesan RE Office may require further preparatory PD to be undertaken if it judges that inadequacies exist in preparation/implementation.

- 3) Approved Curriculum: Participating colleges are still required to use the approved Curriculum (primary and secondary) including the web-based supporting resources. Appropriate supplementary material may be used but the Bishops' Imprimatur remains only with the approved material found on the *Faith Alive* and *Faith Central* websites. Moderation of supplementary RE material used in the classroom is the responsibility of the Principal/DRS/HODRE.
- 4) Realignment Limitation: The various topics in the Curriculum are to be taught at the specified levels. In keeping with the NZ Curriculum, topics have been allocated to a level consisting of two years to allow some flexibility for inter-departmental unit planning. It is however important that these topics are delivered at the specified level and not rearranged further between these levels. The Realigned RE Curriculum remains a national Curriculum and is to be delivered within the given parameters so that it is possible for Reviewers to confirm for the bishops that the Curriculum is being taught as required..
- 5) Achievement Objectives (AOs): All AOs are to be planned for and every effort made to ensure they are met.
- 6) Period of Implementation: Within the trial schools two models of implementation were followed:
 - a. A complete and full change to the new Realigned RE Curriculum i.e. implementation saw all year levels adopt the Realigned RE Curriculum at the same time.
 - b. A staggered approach over four years i.e. the Realigned RE Curriculum was introduced in Year 7 and allowed to become fully implemented as that year level reached Year 10.

Each model has advantages and disadvantages and participating colleges are free to assess each and prepare to adopt the model that works best for them. Diocesan RE Offices are able to assist colleges in this assessment utilizing feedback from the trial schools. Please contact your diocesan RE Office for advice in the first instance.

III. Ongoing Monitoring

Regular internal and external review processes are to be put in place to ensure that the move to a Realigned RE Curriculum is successful.

- Annual internal review processes are to be developed by the college, overseen by the DRS/HODRE and reported to the Principal, Board and Diocesan RE Office as appropriate. The Diocesan RE Office may request such reporting on behalf of the Vicar for Education.
- External review will take place as part of the normal Catholic Special Character Review cycle but also by enquiry from the Diocesan RE Office as required. Participating colleges are expected to cooperate with any such request with the aim of ensuring that the best possible outcomes are achieved in the delivery of the Realigned RE Curriculum.

C. The Realigned Year 7-10 RE Curriculum

I. Redistribution of the Year 9 & 10 Topics:

Topics from the current Year 9 and 10 Curriculum are to be redistributed over Years 7-10 as follows:

<i>Year 7 & 8</i>	<i>Year 9 & 10</i>
<ul style="list-style-type: none"> • 9A My Story, Our Story or • 10A Discovering Our Identity 	<ul style="list-style-type: none"> • 9A My Story, Our Story or • 10A Discovering Our Identity
• 9B The Life and Times of Jesus	• 9D The Church's Story: The Beginnings
• 9C Eucharist in the Church's Year	• 9F The Beginnings of the Church in Aotearoa/NZ
• 9E Creation and Co-Creation	• 10C The meaning and Significance of Eucharist
• 9G Recognising Signs of God	• 10D The Church's Story: Middle Ages
• 9H Sacraments of Initiation	• 10F Sinfulness and Reconciliation
• 10B Journey Stories	• 10G The Teachings of Jesus
• 10E Inspiring Men and Women	• 10H Expressions of Catholic Life

Notes:

- Colleges are free to allocate the topics within the first column to Years 7 and 8 as they see fit and likewise for column two topics in Years 9 and 10. Topics are not, however, to be redistributed between columns one and two (except for Topics 9A and 10A – see below).
- Topics 9A and 10A may be allocated as particular colleges see fit but once in place this plan should be followed to avoid omission or repetition.

II. Prayer and Liturgy:

Acknowledging the importance of teaching our young people to pray, five hours of scheduled RE classes in each Term of Years 7-10 are to be dedicated to prayer and liturgical teaching/practice. This significant period each term should draw on the material in the Primary *Prayer and Liturgical Year* Module Books and the Secondary *Understanding Faith Prayer Resource*. This prayer and liturgy scheduling should be evident in planning documentation and evaluation.

III. Redistribution of the Year 7 & 8 Achievement Objectives:

It is of vital importance that all of the Achievement Objectives (AOs) from the Year 7 & 8 RE Curriculum are met in the Realigned RE Curriculum. Where these are not met already within the current Year 9 & 10 *Understanding Faith* Curriculum, they are to be included as per the following table:

Year 7 & 8 AOs: (not obviously addressed in a Year 9-10 topic)	To be included in: (which UF topic?)	Now realigned to: (which year level?)
Year 7 – Communion of Saints Strand: <i>Develop an understanding of the basis on which a Catholic conscience should be formed.</i> [Conscience] ⁴	10F Sinfulness & Reconciliation <u>AND</u> (possibly) 9A My Story, Our Story	Yr 9 & 10 Yr 7 & 8 <u>or</u> 9 & 10
Year 7 – Jesus Strand: <i>Identify and explain a variety of titles for Jesus, including Jesus is Lord, Mātāmua (first born) and Tuakana (eldest brother).</i> [Titles of Jesus]	9B The Life and Times of Jesus ⁵	Yr 7 & 8
Year 7 – Holy Spirit Strand: <i>Develop an understanding of Scripture stories which show that Jesus' life was empowered by the Holy Spirit.</i> [Spirit in Jesus' Life]	9B The Life and Times of Jesus <u>AND</u> 10G The teachings of Jesus	Yr 7 & 8 Yr 9 & 10
Year 7 – Communion of Saints Strand: <i>Develop an understanding and respect for the sanctity and meaning of life.</i> [Sanctity of Life]	9A My Story, Our Story <u>AND</u> 9E Creation and Co-Creation <u>AND</u> 10A Discovering Our Identity <u>AND</u> 10F Sinfulness & Reconciliation	Yr 9 & 10 Yr 7 & 8 Yr 7 & 8 <u>or</u> 9 & 10 Yr 9 & 10
Year 8 – God Strand: <i>Develop an understanding of the concept of the mystery of God (Te Atua) who is both near and distant.</i> [Mystery of God]	9E Creation and Co-Creation <u>OR</u> 9G Recognising Signs of God <u>OR</u> 10C The Meaning & Significance of Eucharist	Yr 7 & 8 Yr 7 & 8 Yr 9 & 10
Year 8 – Jesus Strand: <i>Te Tiriti o Waitangi – Social Sin and Unjust Structures in Aotearoa</i> [Te Tiriti]	9F Beginnings of the Church in Aotearoa/NZ <u>OR</u> 10F Sinfulness & Reconciliation	Yr 9 & 10 Yr 9 & 10
Year 8 – Holy Spirit Strand: <i>Develop an understanding of the Holy Spirit's mission in the Church as the Spirit who opens</i>	9D The Church's Story: The Beginnings <u>AND</u>	Yr 9 & 10

⁴ These small titles are short forms used in the Appendix Two summary of this information arranged according to UF unit.

⁵ *Mātāmua* (first born) and *Tuakana* (eldest brother) to be included among other titles of Jesus covered in this unit.

<i>people's minds to the meaning of Jesus' death and Resurrection and prepares people to go out into the world and draw other to Christ.</i> [Spirit and Mission]	9F Beginnings of the Church in Aotearoa/NZ <u>OR</u> 10C The Meaning & Significance of Eucharist <u>OR</u> 10H Expressions of Catholic Life	Yr 9 & 10 Yr 9 & 10 Yr 9 & 10
Year 7 – Sacrament Strand: <i>Show an awareness of the ritual, symbol, rite and purpose of the Sacrament of Holy Orders.</i> [Holy Orders]	10C The Meaning & Significance of Eucharist <u>OR</u> 10H Expressions of Catholic Life ⁶	Yr 9 & 10 Yr 9 & 10
Year 8 – Sacrament Strand: <i>Develop an understanding of the vocation of Christian Marriage; and Develop an understanding of the Sacrament of Marriage.</i> [Marriage].	9G Recognising Signs of God ²	Yr 7 & 8
Year 8 – Communion of Saints Strand: <i>Develop an understanding of the human person as body, emotions, intellect, will and soul and the immortality of the soul.</i> [The Human Person]	10A Discovering Our Identity	Yr 7 & 8 <u>or</u> 9 & 10
Year 8 – Communion of Saints Strand: <i>Develop an understanding of grief and loss and identify the places of Christian hope in these.</i> [Christian Hope]	9A My Story, Our Story <u>OR</u> 10A Discovering Our Identity <u>AND</u> UF Liturgical Year Module	Yr 7 & 8 <u>or</u> 9 & 10 Yr 7 & 8 <u>or</u> 9 & 10 Yr 7 & 8 <u>or</u> 9 & 10
Year 8 – Sacrament Strand: <i>Recognise the importance of prayer, reflection and spiritual life in a person's commitment as a Christian.</i> [Prayer]	UF Prayer Module <u>AND</u> (possibly) 10B Journey Stories <u>OR</u> (possibly) 10C The Meaning & Significance of Eucharist	Yr 7 & 8 <u>or</u> 9 & 10 Yr 7 & 8 Yr 9 & 10
Year 7 – Holy Spirit Strand: <i>Develop an understanding of the actions of the Holy Spirit in the Old Testament.</i> [Spirit in the Old Testament]	10B Journey Stories	Yr 7 & 8
Year 8 – God Strand: <i>Recognise that the Christian tradition reveals God to be a Trinity of three persons, the Father - Te Matua, the Son - Te Tamaiti, and the Holy Spirit - me Te Wairua Tapu who as one God creates, redeems and sanctifies.</i> [Trinity]	9B The Life and Times of Jesus <u>AND</u> 9E Creation and Co-Creation <u>AND</u> 10B Journey Stories <u>AND</u> UF Prayer Module	Yr 7 & 8 Yr 7 & 8 Yr 7 & 8 Yr 7 & 8 <u>or</u> 9 & 10
Year 8 – Church Strand: <i>Develop an understanding of the Church as a pilgrim people.</i> [Church as Pilgrim People]	10H Expressions of Catholic Life	Yr 9 & 10

This same information is provided in Appendix Two arranged according to *Understanding Faith* Year 9 and 10 topics.

⁶ *Holy Orders* could be included in 9G *Recognising Signs of God* but this unit is already large and is the best location for the *Sacrament of Marriage* (see next pair of AOs). It is therefore recommended that *Holy Orders* be covered in 10C and or 10H as appropriate.

IV. Diagnostics, Curriculum Familiarity, Planning and Evaluation⁷

- i. Importance of Diagnostics: Within the Primary RE Curriculum, each (Year 7 & 8) concept or topic carries the expectation that the earlier concepts from each Strand have been well covered. i.e. there is a required body of knowledge that precedes each topic and it is essential that teachers employ some form of diagnostic testing to ensure students are ready for the new concepts. (e.g. considering a 'sacrament' topic - gathering data on students' understanding of sacramentality prior to teaching on one of the seven Sacraments.) A well planned diagnostic activity also recognises that many students commence their Catholic education part way through their schooling and often arrive at Catholic schools with little faith development. It is essential that programmes cater for these students.
- ii. Curriculum Familiarity: In order to effectively carry out the above pre-assessment, teachers must have an adequate understanding of what has been covered in these topic areas in Years 1-6. This underlines the importance of PD to ensure this is the case.
- iii. Planning: Both long-term and unit planning is needed to ensure in-depth coverage of all the concepts identified as being linked for a particular topic i.e. where a Year 7 concept is intended to be covered alongside concepts from a Year 9 topic, a planned unit should show how student understanding of the key ideas will be developed.
- iv. Evaluation: Satisfactory evaluation of individual topics as well as the Realigned RE Curriculum as a whole in each college is to be carried out to ensure the effectiveness of the realignment and to identify any weaknesses (especially any failure to address Year 7-8 RE AOs). Evaluation will also assist in identifying areas requiring teacher professional development or further study.

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- These guidelines will initially be reviewed on an annual basis. Feedback to ncrs@tci.ac.nz is invited.
 - Appendix Three below is an assessment tool intended to assist Colleges, RE Office Staff and Catholic Special Character Reviewers in assessing progress and effectiveness.

⁷ The Realigned RE Curriculum trial report was reviewed by a specialist Year 7-8 teacher to ensure that the AOs from the Primary RE Curriculum were being adequately addressed. This section incorporates the issues identified by this review.

Appendix One:

APPLICATION TO IMPLEMENT THE REALIGNED YEAR 7-10 RE CURRICULUM

Diocese: _____ College: _____

Phone Number: _____ Email: _____ @ _____

Principal: _____

DRS / HODRE: _____ / _____

Board of Trustees Chairperson: _____

Declaration:

We wish to apply to realign our college's Year 7-10 RE Curriculum as per the *Guidelines for the Implementation and Use of the Realigned Year 7-10 Religious Education Curriculum*. We have familiarised ourselves with the Guidelines and are willing to abide by them if granted authorization to move to a realigned RE curriculum. As a college, we affirm that:

- 1) The bulk of our intake is at Year 7 (rather than Year 9);
- 2) Our Year 7-10 RE teaching staff are aware of the proposed change and are willing to engage with the both the Primary and Secondary RE Curricula;
- 3) RE staff involved will participate in significant PD to support the introduction of the Realigned RE Curriculum; and that
- 4) We intend to pay the annual RE Curriculum Development Levy.

Signed:

Principal_____
BOT Chair***RE Office use:***

- 1) **Provisional** acceptance to prepare for Realignment (append notes for later reference as applicable):

Signed: _____ Date: ____ / ____ / ____

Name: _____ Position: _____

- 2) **Final authorization** to proceed with implementation of the Realigned Yr 7-10 RE Curriculum:

Signed: _____ Date: ____ / ____ / ____

Vicar for Education (or equivalent Bishop's agent)

Appendix Two: Understanding Faith Topics and Primary AOs

<i>Understanding Faith Topic:</i>	<i>Now realigned to this year level?</i>	<i>Will include these Year 7 & 8 AOs as supplementary material:</i>	<i>May include these Year 7 & 8 AOs as supplementary material:</i>
9A My Story, Our Story	Yr 7 & 8 <u>or</u> 9 & 10	Yr 7 CoS: Sanctity of Life	Yr 8 CoS: Christian Hope Yr 7 CoS: Conscience
9B The Life and Times of Jesus	Yr 7 & 8	Yr 7 Jesus: Titles of Jesus ⁸ Yr 7 Spirit: Spirit in Jesus's Life Yr 8 God: Trinity	-
9C Eucharist in the Church's Year	Yr 7 & 8	-	-
9D The Church's Story: The Beginnings	Yr 9 & 10	Yr 8 Spirit: Spirit and Mission	-
9E Creation and Co-Creation	Yr 7 & 8	Yr 7 CoS: Sanctity of Life Yr 8 God: Trinity	Yr 8 God: Mystery of God
9F Beginnings of the Church in Aotearoa NZ	Yr 9 & 10	-	Yr 8 Jesus: Te Tiriti Yr 8 Spirit: Spirit and Mission
9G Recognising Signs of God	Yr 7 & 8	Yr 8 Sacrament: Marriage	Yr 7 Sacrament: Holy Orders
9H Sacraments of Initiation	Yr 7 & 8	-	-
10A Discovering Our Identity	Yr 7 & 8 <u>or</u> 9 & 10	Yr 7 CoS: Sanctity of Life Yr 8 CoS: The Human Person	Yr 8 CoS: Christian Hope
10B Journey Stories	Yr 7 & 8	Yr 7 Spirit: Spirit in the OT Yr 8 God: Trinity	Yr 8 Sacrament: Prayer
10C The Meaning & Significance of Eucharist	Yr 9 & 10	-	Yr 8 God: Mystery of God Yr 8 Spirit: Spirit and Mission Yr 7 Sacrament: Holy Orders Yr 8 Sacrament: Prayer
10D The Church's Story: The Middle Ages	Yr 9 & 10	-	-
10E Inspiring men and Women	Yr 7 & 8	-	-
10F Sinfulness & Reconciliation	Yr 9 & 10	Yr 7 CoS: Conscience Yr 7 CoS: Sanctity of Life	Yr 8 Jesus: Te Tiriti
10G The Teachings of Jesus	Yr 9 & 10	Yr 7 Spirit: Spirit in Jesus's Life	-
10H Expressions of Catholic Life	Yr 9 & 10	Yr 8 Church: Pilgrim People	Yr 7 Sacrament: Holy Orders Yr 8 Spirit: Spirit and Mission
Prayer and Liturgical Year Modules	Yr 7 & 8 <u>and</u> 9 & 10	Yr 8 CoS: Christian Hope Yr 8 Sacrament: Prayer Yr 8 God: Trinity	-

⁸ *Mātāmua* (first born) and *Tuakana* (eldest brother) to be included among other titles of Jesus covered in this unit.

Appendix 3: Realigned RE Curriculum - Readiness and Implementation Assessment Tool

This list is provided for Colleges, RE Offices and Catholic Special Character Reviewers to help identify the key aspects that need to be addressed for the successful implementation of the Realigned RE Curriculum. It is not exhaustive – additional aspects may need to be considered.

	YES	NO	Notes
1) The College intake is largely at Year 7 (rather than Year 9).			
2) The College is delivering the required number of hours of RE per week.			
3) The College is collaborating with the Diocesan RE Office and Advisor with regard to the Realigned RE Curriculum.			
4) Age/level appropriate adaptation and preparation of topics has been undertaken to a high standard.			
5) The <i>Faith Alive</i> and <i>Faith Central</i> websites are included in planning.			
6) The College has paid / plans to pay its total annual RE Curriculum Development Levy.			
7) The HODRE and Principal understand that it is their responsibility to moderate the use of supplementary material used in classroom RE teaching.			
8) RE staff are ready to participate in implementing the realignment.			
9) RE staff impacted by the realignment have each undertaken significant (min. 12 hrs) PD and regular ongoing PD is planned.			
10) RE staff have an adequate understanding of both the Primary and Secondary parts of the NZ Bishops' RE Curriculum.			
11) RE staff are prepared to use diagnostics to assess topic readiness.			
12) The UF topics are being delivered in the assigned 2-year level (Yr 7-8 or Yr 9-10).			
13) The Primary RE Curriculum AOs are being addressed as supplementary content in the designated UF topics.			
14) Internal review processes are in place to monitor the implementation and delivery of the Realigned RE Curriculum.			
15) The College intends to work with Catholic Special Character Reviewers in identifying strengths and weaknesses in the realignment.			
16) The College is confident that the realigned RE Curriculum is being effectively delivered.			