

# CHRISTIAN BELIEFS

## LEARNING STATEMENTS: CONTENT KNOWLEDGE AND WAYS OF KNOWING

**Key Idea 1: Christians believe God is one God: Father, Son and Holy Spirit**

| Beginning  | Band A   | Band B  | Band C   | Band D   | Band E   |
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| <p><b>CB 1.1</b><br/>Children explain their ideas about God and who God is</p> <p>learning statements</p>  | <p><b>CB 2.1</b><br/>Students discuss and describe Christian beliefs about God and the blessings God gives people</p> <p>scope statements</p>  | <p><b>CB 3.1</b><br/>Students explore and report on Christian beliefs about the nature of God as Father, Son and Holy Spirit</p>  | <p><b>CB 4.1</b><br/>Students analyse Christian beliefs about the ways God reveals himself as one God: Father, Son and Holy Spirit</p>   | <p><b>CB 5.1</b><br/>Students explore and reflect on the nature of God – Father, Son and Holy Spirit – as creator and sustainer of each individual and all things</p>  | <p><b>CB 6.1</b><br/>Students examine Christian beliefs about the nature and actions of God and evaluate their relevance to daily life</p>   |
| <p>An understanding of who God is, is central to and forms the basis of all exploration and understanding of the Christian faith. The nature of the created world and people point to God but Christians look to the Bible to tell them who God is and what he does.</p> | <p>Christian beliefs about God</p> <ul style="list-style-type: none"> <li>• God is forever</li> <li>• God is everywhere and always with people</li> <li>• God is good, loving and forgiving</li> <li>• God created the universe and gave the world its beginning</li> <li>• God loves the world and takes care of it</li> <li>• God cares for everyone and everything</li> <li>• God is revealed through scripture in the Old and New Testaments</li> <li>• God is Father, Son and Holy Spirit</li> <li>• God's blessings</li> <li>• the gift of God – Father, Jesus and Holy Spirit</li> </ul> <p>God blesses people with the gifts of</p> <ul style="list-style-type: none"> <li>• the created world</li> <li>• heaven</li> <li>• other people</li> <li>• freedom</li> <li>• the Bible</li> <li>• life</li> <li>• forgiveness</li> </ul> | <p>Nature and roles of God</p> <ul style="list-style-type: none"> <li>• God is three-in-one</li> <li>• God, the Father, creator of all things then and now, preserver of creation</li> <li>• God, the Son, Saviour and teacher</li> <li>• God, the Holy Spirit, helper and guide for people of the Old and New Testaments and people today</li> <li>• the work of God in salvation – redeems, justifies, sanctifies</li> </ul> <p>Relationship between Father, Son and Holy Spirit</p> <ul style="list-style-type: none"> <li>• presence at creation, life-giving</li> <li>• Jesus' personal relationship with the Father (eg, praying, names, Father's will)</li> <li>• birth and baptism of Jesus – presence of Father and Spirit</li> <li>• support during Jesus' temptation</li> <li>• Jesus the Word of God</li> <li>• Jesus' promise to send the Holy Spirit to help and teach</li> <li>• the story of Pentecost</li> <li>• link between the fruit of the Spirit and the nature of God the Father and Jesus</li> </ul> <p>The Christian creeds are summaries of Christian beliefs about the trinity</p> | <p>Attributes of a personal God – loving, patient, compassionate, angry, merciful, forgiving, forbearing, righteous, faithful, loyal, wise, emotional, powerful</p> <p>Names and titles given to God in the Bible (eg, Jehovah Jireh ie provider, king, Father, "I am who I am")</p> <p>God reveals himself</p> <ul style="list-style-type: none"> <li>• through his word</li> <li>• as person (eg, in the garden of Eden)</li> <li>• through the incarnation – Jesus the word of God among us</li> <li>• as creator, provider, protector, preserver, sustainer, healer</li> <li>• through continuing creation</li> </ul> <p>The mystery of the trinity</p> <p>Imagery, symbolism and metaphors in the Bible reveal a multi-layered understanding of God</p> <ul style="list-style-type: none"> <li>• hand, king, husband, cloud, fire, mother hen</li> <li>• lamb of God, bread of life, living water, vine, good shepherd</li> <li>• dove, flame, wind</li> <li>• bear and cubs</li> </ul> | <p>The belief that all life begins with an ever-living, sustaining creator gives meaning and purpose to the Christian life. The majesty, complexity and goodness of God – Father, Son and Holy Spirit – are revealed in the created order and through his specific revelation. People are dependent on God and creation to survive and are called by God to value and treat his creation responsibly.</p> <p>The nature of God – the action of the trinity</p> <ul style="list-style-type: none"> <li>• owner, creator and sustainer of the universe</li> <li>• creator of human life in his image, source of a person's identity, security and meaning</li> <li>• complex, intelligent, powerful being as shown in the intricacies and beauty of creation</li> <li>• participation of Jesus in creation</li> <li>• Holy Spirit is the Lord and giver of life, calls and guides people to see the nature and power of God</li> </ul> <p>Significance of belief in God as creator and sustainer for individuals regarding</p> <ul style="list-style-type: none"> <li>• exercise of personal freedom</li> <li>• care of creation</li> <li>• appreciation of an individual's personal value</li> <li>• relationship with God, people and creation</li> <li>• celebration of life and beauty in a broken world</li> </ul> <p>The nature of creation</p> <ul style="list-style-type: none"> <li>• rhythm and order of God reflected in life</li> <li>• everything God creates is good, self-generating, with specific functions and purpose for life</li> <li>• God uses the built creation as well as the natural creation for good</li> <li>• interdependence of all life forms – nature</li> <li>• interconnectedness in the created order – human community</li> <li>• all human life is a gift</li> </ul> <p>Scientific perspectives – new discoveries; complexity and interconnected nature of the universe; limits of science in explaining life and the universe</p> <p>Scientific and religious approaches regarding the origin and purpose of creation – creationism, intelligent design, evolution</p> | <p>Biblical images of the personal and communal nature of God – the trinity (God of relationships not a theoretical construct)</p> <p>Biblical images of God that confront preconceptions and conventional ideas of God (eg, from Job, Ecclesiastes, Song of Solomon, Hosea, mother images of God, hard sayings of Jesus)</p> <p>Paradoxical concepts</p> <ul style="list-style-type: none"> <li>• heaven and hell</li> <li>• law and gospel</li> <li>• goodness and suffering</li> </ul> <p>God is active in people's personal lives:</p> <ul style="list-style-type: none"> <li>• the work of the Holy Spirit in people's lives</li> <li>• God's work to bring people to faith</li> <li>• God's presence in and through suffering</li> <li>• vocation</li> </ul> <p>Challenges to the biblical teaching of creation – pantheism, deism, individualism, materialism, dualism, gnosticism, atheistic evolution</p> <p>Contribution of Christians to people, community and created order in the fields of</p> <ul style="list-style-type: none"> <li>• medicine</li> <li>• art, drama, music, architecture</li> <li>• science, mathematics</li> <li>• environment</li> <li>• politics</li> <li>• sociology, psychology</li> </ul> <p>Fostering of excellence in relationships, sexuality, creativity, parenting</p> |

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| <ul style="list-style-type: none"> <li>• explore ideas about God as creator, helper and friend</li> <li>• retell, in a variety of forms, the creation story and other Bible stories about God</li> <li>• observe the complexity of creation</li> <li>• make connections between their experiences and Christian beliefs (eg. rainbows, in the garden – discussion about God making flowers )</li> <li>• participate in group discussions about God</li> <li>• brainstorm their ideas about God</li> <li>• list God-made and man-made objects in the surrounding environment</li> <li>• share their ideas about God and what God is through a range of mediums</li> <li>• construct and explore their own questions about God/Jesus</li> <li>• listen to the story of Jesus' life</li> <li>• use a range of Bible stories to identify ways Jesus was a friend (make connections with <b>CB2</b>)</li> <li>• illustrate ways in which God shows his love for people</li> </ul> | <ul style="list-style-type: none"> <li>• identify words in songs, poems and the Bible that describe the nature of God</li> <li>• retell biblical stories that focus on different aspects of God's nature</li> <li>• represent God's goodness, love and forgiveness through the arts</li> <li>• share their responses to different accounts of the creation story</li> <li>• describe their understanding of God</li> <li>• investigate the order and patterns of the natural environment and reflect on what it may reveal about God</li> <li>• portray God's creation through various art media</li> <li>• use sensory experiences to investigate the wonder and beauty of creation and to reflect on God as creator</li> <li>• identify things God gives to people</li> <li>• suggest different ways people can respond to God's gifts</li> <li>• describe ways Christians give thanks to God for his gifts (eg. prayer, sing a song, draw a picture)</li> <li>• discuss why God's gifts are important to Christians</li> <li>• plan a creation celebration</li> <li>• describe ways God helped people such as Noah, David, Daniel</li> </ul> | <ul style="list-style-type: none"> <li>• describe the different works of God as Father, as Son and as Holy Spirit</li> <li>• using a variety of texts, songs, hymns, prayers and creeds compile descriptions of the nature and attributes of God as Father, Son and Holy Spirit</li> <li>• using a variety of mediums, represent biblical images of the three persons of God</li> <li>• retell the key events of the Pentecost story and identify changes the Holy Spirit brought to the lives of people</li> <li>• respond to information gathered from various Christian texts (eg. creeds) and media resources about the roles of God the Father, Son and the Holy Spirit</li> <li>• demonstrate or illustrate an understanding of the interconnected roles of Father, Son, Holy Spirit</li> <li>• identify the presence and work of the three persons of the trinity in different key biblical events (eg. creation, work of the prophets, birth of Jesus, coming of the Holy Spirit)</li> <li>• discuss key Christian beliefs and write own creeds</li> <li>• identify and compare stories of the Spirit at work in the lives of Old Testament leaders and prophets</li> </ul> | <ul style="list-style-type: none"> <li>• locate and discuss the significance of biblical symbols and metaphors for Father, Jesus, Holy Spirit</li> <li>• trace the use and meaning of a metaphor (title for God (eg. king) in the Old and New Testaments and identify what it communicates about God</li> <li>• identify people's experiences of and responses to the attributes of God (eg. all-knowing, all-seeing, all-powerful, patient, forgiving) in biblical times and today (eg. Christians)</li> <li>• research ways God revealed himself and communicated to people in both Old and New Testaments</li> <li>• identify Jesus' teachings about God and how Christians have interpreted them through song and images</li> <li>• examine the influence of the Holy Spirit on various biblical characters (eg. King Saul, Paul)</li> <li>• compare various cultural and artistic representations of the Triune God and create new meaningful representations for a selected audience</li> <li>• analyse a selection of biblical texts to show how they illustrate the Christian doctrine of the trinity</li> <li>• create a profile of God</li> <li>• discuss the limitations of human language to describe God</li> <li>• comment on different artists' representations of God and what they suggest about the nature of God (linking with <b>CB2</b>) discuss the view of God that is communicated through the life of Jesus</li> </ul> | <ul style="list-style-type: none"> <li>• investigate the natural order in creation and evaluate what this order reveals about the nature of God</li> <li>• compare different biblical accounts of creation (eg. Job, Psalms) and analyse what they reveal about God's relationship with his creation</li> <li>• illustrate how God continues to sustain creation (eg. laws of nature, life cycles, procreation, role of people – natural world and world of work)</li> <li>• critically reflect on Christian interpretations of the power of God and the intricacy of creation as depicted in a variety of media (eg. poems, artwork, songs by Christian writers)</li> <li>• analyse Christian beliefs about God's ongoing presence and intervention in the world (eg. does God intervene to avert or cause disasters?)</li> <li>• discuss the role of the Holy Spirit in leading people to a realisation of the nature of God the Father as creator, God the Son as redeemer</li> <li>• analyse and discuss how God works through people to maintain, sustain and grow creation (eg. built environments, use of knowledge and resources, communication)</li> <li>• identify structures in society which help people maintain order in their lives</li> <li>• identify principles of care and responsibility for the created order</li> <li>• evaluate different governments' policies on the environment in light of biblical principles</li> <li>• develop an action plan which honours, nurtures and fosters all aspects of God's creation</li> <li>• identify the features and limitations of scientific and biblical explanations about the origin of the universe</li> <li>• compare and contrast religious beliefs and scientific theories about the origin, intricacy and complexity of creation (eg. how does the process of evolution align with the creation accounts?)</li> </ul> | <ul style="list-style-type: none"> <li>• deduce people's understanding of God by studying characteristics of the God people don't believe in</li> <li>• report on how Christians accommodate the paradoxical nature of God (eg. heaven/hell, inclusive/exclusive, saint/sinner, law/grace)</li> <li>• summarise historical ideas of God and chart their influence on current thinking about God</li> <li>• critique how different ideas about the nature of God influence the way people approach life</li> <li>• research the history of the Christian creeds, identifying and reflecting on key areas of disputation then and now</li> <li>• create a profile of the view of God that emerges from a reading of a range of Old and New Testament texts on how God relates to people in a variety of contexts</li> <li>• arrive at a position on the relationship between God's goodness and human suffering</li> <li>• formulate a response to the question, <i>are there three gods or one?</i> through a study of Christian and non-Christian perspectives on the trinity</li> <li>• examine ways people (including themselves) can be co-creators with God</li> <li>• examine confronting biblical passages on the nature of God, identifying the current values and practices that these challenge</li> <li>• compare Christian and non-Christian responses to crises in the environment or the search to cure diseases or response to human suffering and their motivations and rationales</li> <li>• propose a charter of excellence for community life, providing biblical support</li> <li>• provide an analysis and comparison of various views, beliefs, theories on the origins of the universe</li> </ul> |
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Achievement standards for each band comprise concepts and content drawn from Learning Statements and Scope Statements together with evidence of student learning demonstrated through ways of knowing.

## Key Idea 2: The person and work of Jesus the Christ is central to Christianity

| Learning Statement  | Beginning  | Band A   | Band B   | Band C  | Band D   | Band E |
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| <p><b>CB 1.2</b><br/>Children identify stories about Jesus and discuss what Jesus said and did</p> <p>Jesus' birth, life (actions and words) and death reveal his unique nature and purpose. Listening to stories about Jesus and to stories Jesus told gives people a clearer understanding of the love and care God has for each person.</p> <p>scope statements</p>                              | <p><b>CB 2.2</b><br/>Students gather and present information about the life and teachings of Jesus</p> <p>For Christians, Jesus is more than a good person or role model. His death and resurrection demonstrates God's power over sin and makes it possible for people to be made right with God. God invites people to place their trust and faith in Jesus for their salvation. Jesus continues to be an advocate, to lead, encourage and save people.</p> <p>↑</p>                                 | <p><b>CB 3.2</b><br/>Students research the social and cultural context in which Jesus lived and draw conclusions about how he chose to respond to people and events</p> <p>Understanding the life, teachings and times of Jesus gives a contemporary reader an insight into the powerful and radical message God communicated in Jesus. This equips the learner to reflect on the application of Jesus' actions and words to personal and social life today.</p> <p>↑</p>  | <p><b>CB 4.2</b><br/>Students investigate and evaluate the significance of Jesus the Christ, his life, death and resurrection for Christians</p> <p>Christians believe sin has been a barrier between people and God since the Fall. People were never able to meet the conditions of the covenant made at Mt Sinai. No action or plan of people could overcome this barrier. Only God can save. Jesus' death and resurrection instigates a new covenant which gives the full measure of God's grace.</p> <p>↑</p>   | <p><b>CB 5.2</b><br/>Students analyse and interpret the message and identity of Jesus the Christ for all people</p> <p>Christians believe the immense love and grace of God is revealed in the identity of Jesus. Fully human, Jesus knows and identifies with the temptations, limitations and suffering of people. Fully God, he has complete control of life, having conquered sin, death and Satan. Each gospel writer focuses on this unique identity of Jesus reflected in his life, work and teachings.</p> <p>↑</p>   | <p><b>CB 6.2</b><br/>Students research, analyse and discuss claims that Christians make about Jesus the Christ</p> <p>Teachings and claims related to Jesus' identity, purpose and mission have been contested in both Christian and non-Christian circles since Jesus' time. For example the challenge to the key Lutheran teaching that Jesus is both fully human and fully divine confronts the claim that Jesus has the authority and power to overcome sin and death and save people. Claims about Jesus are both a source of unity and division.</p>   |        |
| <p>Students know... (knowledge and elaborations)</p> <p>Stories about Jesus' life</p> <ul style="list-style-type: none"> <li>• birth</li> <li>• childhood</li> <li>• family</li> <li>• death and resurrection</li> <li>• relationships</li> </ul> <p>Stories about what Jesus did</p> <p>Stories about how Jesus loved and cared for all people (eg. healing stories)</p> <p>Stories Jesus told</p> | <p>Jesus as human and Son of God</p> <ul style="list-style-type: none"> <li>• Jesus' birth, childhood</li> <li>• Jesus' adult life</li> <li>• Jesus' death, burial and resurrection</li> <li>• Jesus at God's right hand</li> </ul> <p>Jesus' ministry</p> <ul style="list-style-type: none"> <li>• Jesus' teaching about love, forgiveness</li> <li>• Jesus' teaching about the way to live</li> <li>• Jesus interacted with all kinds of people</li> <li>• Jesus helped and healed people</li> </ul> | <p>Social, historical and cultural context</p> <ul style="list-style-type: none"> <li>• social groups in Jesus' time (eg. Samaritans, Gentiles)</li> <li>• people Jesus interacted with and the significance of this (eg. outcasts, women)</li> <li>• religious groups (eg. pharisees, zealots)</li> <li>• Roman occupation</li> <li>• cultural and social codes (eg. purity laws, punishment, customs, social status, gender, religious observances, patriarchal society)</li> <li>• lifestyle (eg. foods, dress)</li> <li>• geography and climate</li> </ul> <p>Jesus' life in his social and cultural context</p> <ul style="list-style-type: none"> <li>• biblical accounts from the gospels</li> <li>• Jesus confronted the social and cultural contexts of his day</li> <li>• ways people responded to Jesus' challenge to the restrictions</li> <li>• the social and cultural contexts of the parables</li> </ul> <p>The significance and application of Jesus' life for the contemporary context</p> | <p>Jesus' life - fully human</p> <ul style="list-style-type: none"> <li>• Jesus demonstrated God's love for all people</li> <li>• Jesus wept, slept, was hungry, tired, disappointed, angry</li> <li>• Jesus was tempted and overcame temptation</li> <li>• Jesus in the garden of Gethsemane</li> <li>• Jesus lived in obedience to God, his Father</li> <li>• Jesus' teachings (eg. the law of love)</li> <li>• Jesus, an advocate for the poor and marginalised of his day</li> <li>• a life of prayer</li> </ul> <p>Jesus - fully God</p> <ul style="list-style-type: none"> <li>• redeemer and saviour</li> <li>• lived the perfect life</li> <li>• fulfilled Old Testament prophecies about a saviour</li> <li>• conquered sin and death</li> <li>• an atonement for people's sin</li> <li>• restores people's relationship with God</li> <li>• new covenant established with God</li> <li>• eternal life for Christians</li> </ul> <p>Relevance of Jesus for people today</p> <p>The witness the four gospels and epistles provide to the life and message of Jesus</p> | <p>Identity of Jesus</p> <ul style="list-style-type: none"> <li>• birth, death, resurrection</li> <li>• miracle worker, healer</li> <li>• teacher</li> <li>• intercessor - represents all people before God</li> <li>• the only way to salvation - Jesus as a present reality and a future hope</li> <li>• revolutionary nature of Jesus' identity - Jesus' rule as king</li> <li>• historical, cultural and social images of Jesus</li> <li>• Jesus fully human and fully God - implications for all people</li> </ul> <p>Four gospel portraits of Jesus</p> <p>The message of Jesus</p> <ul style="list-style-type: none"> <li>• what Jesus communicated about himself, and God the Father</li> <li>• paradoxical nature of Jesus' teaching (eg. you must die to live, give to receive)</li> <li>• implications for Jesus' followers</li> </ul> <p>People's response to the identity and message of Jesus, historically and in the contemporary context</p> | <p>Biblical claims regarding</p> <ul style="list-style-type: none"> <li>• Jesus as saviour, messiah, redeemer</li> <li>• authority of Jesus - stated in the gospels, Paul's letters, Old Testament</li> <li>• Jesus' divinity (eg. the Alpha and Omega)</li> </ul> <p>The confronting nature of Jesus</p> <ul style="list-style-type: none"> <li>• Jesus is the 'means of salvation' - not just a role-model to be followed</li> <li>• the confronting nature of Jesus' teaching and actions</li> <li>• Jesus, the wisdom of God - stumbling block to Jews; foolishness to Greeks - confronts contemporary society's view of itself</li> <li>• the continuing Christian debate regarding the nature of Jesus (fully God/fully human) beginning with the early church</li> </ul> <p>The claims of Jesus address people's ultimate questions and therefore demand a response</p> <p>Other religious, historical and secular claims about Jesus</p> |        |

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| <ul style="list-style-type: none"> <li>• share Bible stories of Jesus</li> <li>• make and use puppets to tell stories about Jesus</li> <li>• identify pictures of Jesus in a picture Bible</li> <li>• design and construct an artwork that symbolises Jesus' resurrection (eg. clay empty tomb, mini garden)</li> <li>• describe and sequence the stages of Jesus' life on earth (eg. baby, child, adult)</li> <li>• construct their own questions about Jesus</li> <li>• identify Jesus' family and friends</li> <li>• recreate stories of Jesus' interaction with people</li> <li>• identify the ways Jesus loved and cared for people</li> <li>• share what they are learning about Jesus</li> <li>• retell the Christmas and Easter stories</li> </ul> | <ul style="list-style-type: none"> <li>• discuss names given to Jesus</li> <li>• role play major events in the life of Jesus</li> <li>• identify a special event in Jesus' life and retell or illustrate the story</li> <li>• describe the people that Jesus met and how he showed love for them</li> <li>• explore and present findings of the way artists, songwriters, films and books portray Jesus</li> <li>• identify the different messages found in Jesus' teaching, illustrating their understanding</li> <li>• construct scenarios which explore what Jesus might do in selected situations</li> <li>• create symbols to illustrate Jesus' role and purpose</li> <li>• explain and reflect on the importance of Jesus in Christmas and Easter celebrations</li> <li>• identify stories of forgiveness in the Bible and tell of times when they have felt or acted the same way (eg. Joseph, the forgiving father)</li> <li>• dramatise or illustrate scenarios to explore forgiveness</li> <li>• discuss the message of some of the parables Jesus told</li> </ul> | <ul style="list-style-type: none"> <li>• research and exhibit information about life in first-century Palestine</li> <li>• explore and present information highlighting significant events in Jesus' life</li> <li>• collect and display information from a range of texts - bibles, encyclopedias, picture books, film - to identify the nature and practices of the different cultural and social groups with whom Jesus interacted</li> <li>• examine and retell Jesus' interaction (words and actions) with and response to people of different cultural and social groups</li> <li>• translate stories from Jesus' time into a contemporary setting</li> <li>• compare and evaluate depictions of Jesus drawn from stories in the gospels and various artists' representations</li> <li>• compare the needs/fears/ joys of people living in Jesus' time with people living today and discuss the relevance of Jesus for people then and now</li> <li>• analyse the context and message of the parables Jesus told and apply the message to their own context</li> <li>• contrast actions of Jesus with those of contemporary society</li> </ul> | <ul style="list-style-type: none"> <li>• compare the links the gospel writers make between Jesus and the Old Testament writings</li> <li>• compare covenants God made with Abraham, Moses, David with the new covenant Jesus speaks of to his disciples on the eve of his death</li> <li>• compare the four gospel accounts of the birth, death and resurrection of Jesus, identifying the message of each writer</li> <li>• analyse the ways films have depicted Jesus' last days and compare with a gospel account</li> <li>• discuss reasons the writer Paul gives for the necessity of Jesus' death and resurrection</li> <li>• document the relationship between Jesus and God the Father</li> <li>• analyse Jesus' actions, parables and teachings to consider what he reveals about the relationship God wants to have with people</li> <li>• explain why Jesus' death and resurrection is a demonstration of God's love for all people</li> <li>• debate the relevance of Jesus' life, death and resurrection for today</li> <li>• sort and categorise the details of Jesus' life given in the creeds/ gospels and give reasons for the inclusion and exclusion of some details</li> <li>• create visual representations of significant themes in the life of Jesus such as obedience, sacrifice, covenant, mission, forgiveness</li> <li>• identify and justify choice of stories from the gospels that show Jesus as fully God and fully human</li> <li>• compare and contrast the gospel accounts of key events and teachings in Jesus' life</li> <li>• show links between the Lord's prayer and Jesus' other teachings</li> </ul> | <ul style="list-style-type: none"> <li>• systematically collect, record and organise a profile on Jesus, highlighting the human and divine nature of Jesus</li> <li>• explain the significance of titles given to Jesus in the Bible</li> <li>• create a multi-media documentary of different cultural, social and historical perspectives of Jesus, incorporating art, music, movement, poetry, reports, biblical content</li> <li>• compare and contrast the identity of Jesus presented by the four gospel writers</li> <li>• analyse Jesus' teachings to debate the relevance of Jesus' message for the world today</li> <li>• identify the challenge of Jesus' message to issues of social justice and equity, conflict and service</li> <li>• contrast Jesus' leadership style with contemporary leaders, leaders of totalitarian regimes, , imagining life with Jesus as a king</li> <li>• research biblical claims about the purpose of the death and resurrection of Jesus</li> <li>• reflect on and illustrate the Christian belief that Jesus is 'the way, the truth and the life'</li> <li>• trace the developing understanding of Jesus' identity and purpose in the Apostles', Nicene and Athanasian Creeds</li> </ul> | <ul style="list-style-type: none"> <li>• research and differentiate between the various claims of several religious/spiritual leaders, including Jesus, concerning Jesus' identity</li> <li>• identify, explore and debate the claims Jesus makes about his identity and mission that are controversial for students</li> <li>• record a succession of entries in a reflective journal responding to the claims made about Jesus</li> <li>• compare, review and present the manner in which Jesus is portrayed in the media with other religious/spiritual leaders</li> <li>• evaluate how some Christian sayings and practices could undermine the claims of Jesus (WWJD, Crusades, 'Gentle Jesus, meek and mild', 'God helps those who help themselves', military images of God)</li> <li>• document and role play early church debates about the nature of Jesus and find their modern counterparts</li> <li>• evaluate how modern western society's emphasis on scientific thought and knowledge might act as a stumbling block to claims Christianity makes about Jesus</li> <li>• describe and explain how various Christian sects and/or other religious teachings respond to the Christian belief that Jesus is God</li> </ul> |
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## Key Idea 3: A Christian worldview is shaped by the biblical teaching of sin and grace

| Learning Statement  | Band A   | Band B   | Band C   | Band D   | Band E  |
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| <p><b>CB 1.3</b><br/>Children demonstrate an awareness of the Christian belief that God creates people and loves them unconditionally</p> <p>↑</p>  | <p><b>CB 2.3</b><br/>Students analyse rescue stories from the Bible</p> <p>↑</p>   | <p><b>CB 3.3</b><br/>Students investigate and summarise what the Bible says about sin and grace</p> <p>↑</p>   | <p><b>CB 4.3</b><br/>Students examine and reflect on the impact of sin, evil and grace in the world</p> <p>↑</p>   | <p><b>CB 5.3</b><br/>Students apply Christian beliefs about the intrinsic value of human life within the context of sin and evil</p> <p>↑</p>  | <p><b>CB 6.3</b><br/>Students propose a response to crises and conflicts in the world, applying a Christian understanding of sin and grace</p>  |
| <p>scope statements</p> <p>↑</p> <p>Christians believe God is a God of love. No action of a person, good or bad, will alter the love God has for them. God's love is manifest in the act of creation, in particular the creation of people, with whom he establishes a friendship that he continues to seek, foster and sustain.</p>  | <p>↑</p> <p>The Bible teaches that in rejecting God's friendship and God's instructions people become lost in a broken world. God's love overcomes people's failings, reaching out to save and restore them. People often repeat their mistakes, needing continual forgiveness and guidance. God's love and faithfulness are constant and unfailing.</p>   | <p>↑</p> <p>The Bible teaches that people's wilful disobedience has serious consequences for this life and eternity. Selfishness, pride, greed and revenge result in broken relationships. The root of sin is lack of trust and faith in God. God's unconditional love and forgiveness of sin is demonstrated in the gift of Jesus' saving sacrifice.</p>  | <p>↑</p> <p>According to the Bible, the fruit of sin – disharmony, judgement, death – is evident in all areas of life, the created world, human relationships and individual self-concept. The repercussions have been devastating and cumulative, traced from one generation to the next. God's love and forgiveness breaks the destructive cycle of sin bringing hope and an overflow of goodness and grace.</p>   | <p>↑</p> <p>Lutherans understand that God's righteousness and justice require that sin is punished. God's continuing love, mercy and compassion for each person is revealed in the incarnation, the sacrificial death of his own Son, the gift of the Holy Spirit – God bearing the judgement of sin himself. People are free to reject his gift of forgiveness and disobey him.</p>   | <p>↑</p> <p>Christians believe they are called to the ministry of reconciliation, which means that they are to share the message of God's love and forgiveness and be people that bring forgiveness and healing to broken relationships. This is part of working in partnership with God, to be his voice and hands, to bring new life and hope to a suffering world.</p>   |
| <p>Students know... (Knowledge and elaborations)</p> <p>↑</p> <p>Created by God</p> <ul style="list-style-type: none"> <li>God creates people different to other living creatures</li> <li>God creates people with bodies, feelings and the need to be with other people</li> <li>only people can think about God</li> </ul> <p>Stories about God's love (eg. first story of creation, Noah, Abraham, Exodus, birth of Jesus, Jesus welcoming little children, miracle stories)</p> <ul style="list-style-type: none"> <li>God loves all people</li> <li>Jesus is a special friend to everyone</li> </ul> <p>God's love continues</p> <ul style="list-style-type: none"> <li>for people even when they do wrong</li> <li>when things go wrong</li> </ul> <p>God loves people no matter what they do</p> <p>What people can do when they make mistakes</p> | <p>Bible stories which highlight God's love for people in spite of their failings (eg, Adam and Eve, Exodus story, Joseph, Moses)</p> <p>Analysis of rescue concept, people's need of rescue, the concept of sin</p> <p>Consequences of sin for</p> <ul style="list-style-type: none"> <li>how people feel</li> <li>relationships with others</li> <li>the environment</li> <li>people's relationship with God</li> </ul> <p>What God does to rescue people and care</p> <ul style="list-style-type: none"> <li>how God demonstrates his love and care</li> <li>forgiveness</li> </ul> <p>Different ways God rescues</p> <ul style="list-style-type: none"> <li>God gives his laws</li> <li>God heals</li> <li>God works through circumstances</li> <li>God works through other people's love and care</li> <li>God's ways are unpredictable and unexpected</li> </ul> <p>Ways people respond to being rescued</p> | <p>Adam and Eve's sin impacts all people</p> <p>What makes Adam and Eve's actions sinful</p> <p>God's response to sin</p> <ul style="list-style-type: none"> <li>justice, punishment</li> <li>provides laws to protect people and their relationships</li> <li>forgiveness</li> <li>love and reconciliation</li> <li>sending a saviour – Jesus</li> <li>Biblical images of sin (eg, falling short, enemy of God)</li> </ul> <p>People's response to sin</p> <ul style="list-style-type: none"> <li>feelings of guilt, shame, remorse, confession, repentance, need for forgiveness</li> </ul> <p>Bible stories that show God's grace and mercy</p> <p>God acts to bring forgiveness and reconciliation</p> <ul style="list-style-type: none"> <li>God's Son became a human being to save the world</li> <li>Jesus died and rose to save all people from sin and death</li> <li>the gift of the Holy Spirit to renew, strengthen and guide</li> <li>the gift of eternal life</li> </ul> | <p>Images of good and evil</p> <ul style="list-style-type: none"> <li>the cycle of grace – sin – grace</li> <li>God's friendship with Adam and Eve</li> <li>a broken world – sin and evil ruin God's creation.</li> <li>patterns of relationship with God and people, eg, people sin, ask for forgiveness, relationship restored</li> <li>origins of sin – fall of creation, devil</li> <li>human strengths and limitations of character</li> </ul> <p>Impact of sin and evil on the world</p> <ul style="list-style-type: none"> <li>breakdown of God's creation (eg, hurricanes, earthquakes)</li> <li>broken relationships, eg, divorce, violence, harassment</li> <li>human and environmental disasters (eg, war, famine, pollution)</li> <li>evil corrupts good order</li> <li>separation from God, death</li> </ul> <p>Evidence of grace in the world</p> <ul style="list-style-type: none"> <li>new beginnings</li> <li>God uses people to inspire, comfort, support others</li> <li>comfort of grace, forgiveness, resolution, reconciliation, restitution</li> <li>God provides social structures for the welfare of all people (eg, law, police, family, marriage, government, church)</li> </ul> <p>Effect of God's promise of new life now in the Spirit and life eternal</p> <p>Luther's teaching on</p> <ul style="list-style-type: none"> <li>faith alone</li> <li>grace alone</li> </ul> | <p>Human condition</p> <ul style="list-style-type: none"> <li>God's special creation is humanity</li> <li>God gives people talents and abilities equipped for their role on earth</li> <li>sinful nature – people experience separation from God, others and in themselves as a result of sin</li> <li>human sin has consequences for God's creation</li> <li>earthly life has an end</li> </ul> <p>Human failure does not negate human worth</p> <ul style="list-style-type: none"> <li>human worth does not depend on people's talents, abilities or achievements; illness, handicap or age, race, colour or gender</li> <li>human worth comes from God, who loves all people equally, evidenced by God sending his Son for all people without exception</li> <li>God accepts the sinner – God and Jesus reach out to people who have sinned (eg, King David, Peter)</li> <li>Christians are called to love their enemies and forgive those who have hurt them</li> <li>God's provision for human beings</li> <li>Jesus' response to suffering</li> <li>impact of human sin and evil on God</li> </ul> | <p>Manifestations of evil</p> <ul style="list-style-type: none"> <li>natural evil</li> <li>community evil</li> <li>institutional/system evil</li> <li>moral/individual evil</li> </ul> <p>Human beings and the problem of evil</p> <ul style="list-style-type: none"> <li>free will</li> <li>original sin</li> <li>spiritual dimension of human beings</li> <li>need for salvation and saviour</li> <li>new creation through Christ – Christian as 'fully human'</li> </ul> <p>A Christian perspective</p> <ul style="list-style-type: none"> <li>theology of the cross versus theology of glory</li> <li>grace and ungrace</li> <li>salvation by grace alone</li> <li>justification by faith</li> <li>repentance</li> <li>forgiveness</li> <li>sanctification</li> <li>transformation</li> <li>eternal life</li> <li>God's presence in a broken world</li> <li>biblical concepts of reconciliation</li> </ul> <p>Responses to evil</p> <ul style="list-style-type: none"> <li>revenge</li> <li>indifference</li> <li>models of reconciliation (eg, South African Truth and Reconciliation Commission)</li> <li>a compassionate life</li> </ul> |

| Students can... (ways of knowing)   |  |   |  |   |
|---|--|---|--|---|
| <ul style="list-style-type: none"> <li>• share stories, songs and Bible verses about God's love</li> <li>• retell stories about God's love and forgiveness</li> <li>• describe God's love</li> <li>• brainstorm ways God uses people to show his love</li> <li>• make an artwork to illustrate God's love for people</li> <li>• describe the similarities and differences between people, and God's love for all people</li> <li>• demonstrate that they are unique by studying self and creating a self-portrait, comparing their skills</li> <li>• share/describe ways Jesus was a friend to people</li> <li>• identify and express their thoughts about what they are learning about God's love</li> <li>• discuss how they feel when they make mistakes, do something bad to another person or when someone hurts them</li> <li>• use language skills to solve relational problems</li> <li>• role play actions that communicate being sorry and actions that show people forgiving others</li> </ul> | <ul style="list-style-type: none"> <li>• explore and discuss examples from the Bible which illustrate God's love for people and his plan of restoring people's relationship with him</li> <li>• discuss how God's rules guide people to live God's way</li> <li>• create a series of symbols and rituals that illustrate how God rescues people</li> <li>• describe feelings associated with wrongdoing and forgiveness</li> <li>• describe how God brings good from human failure</li> <li>• contrast the consequences of wrongdoing with acts of love and kindness</li> <li>• retell Bible stories that show why people needed to be rescued</li> <li>• identify examples of times God uses people's wrongdoing to bring good in a situation</li> <li>• identify ways God rescues in Bible stories</li> <li>• respond to Christians sharing the way God has loved and forgiven them</li> </ul> | <ul style="list-style-type: none"> <li>• investigate events that occurred in the garden of Eden and recount and reflect on people's actions and God's response</li> <li>• present findings of an exploration of Bible verses that describe what Jesus gives Christians</li> <li>• explore the action and teachings of forgiveness in the Bible and reflect on the significance of forgiveness in relationships</li> <li>• examine and explain what Christians believe builds and destroys relationships</li> <li>• visually represent a personal understanding of sin and grace</li> <li>• compare fictional stories of hurt and forgiveness with biblical stories</li> <li>• report on God's solution to sin</li> <li>• write a psalm of confession to be used in a worship time</li> <li>• compare the effect of sin with the effect of God's love</li> </ul> | <ul style="list-style-type: none"> <li>• examine and explain the reasons for the breakdown in human relationships and suggest ways to restore relationships</li> <li>• investigate, discuss and illustrate the battle between 'good' and 'evil' using contemporary subject matter (eg. movies, books) drawing comparisons with biblical imagery</li> <li>• analyse the pattern of relationships between God and people, showing the effect of sin and grace in relationships (eg. nation based - Judges stories; individual based - King David)</li> <li>• imagine and express God's response to how people/groups deal with social and environmental issues</li> <li>• describe the difference God's love and forgiveness can make to people whose lives have been affected by sin and evil</li> <li>• investigate and present the difference knowledge of God's promises has made to the way people have chosen to live their lives</li> <li>• list causes and effects of injustice and prejudice among people and document how forgiveness and mercy bring healing and wholeness</li> <li>• reflect on the action of God in a person's faith journey, identifying God's grace in the situation</li> <li>• describe what Christians believe about death and eternal life</li> <li>• create flow charts of God's restorative actions</li> </ul> | <ul style="list-style-type: none"> <li>• collate and share responses to personal feelings of unworthiness and contrast with examples of passages that highlight what the Bible teaches about self-worth (Eph 2:4, 5; Matt 10:30, 31)</li> <li>• express ways the worth and value of each person can be fostered</li> <li>• trace the relationship between God and people (the good and the bad) in a range of contexts and propose what this reveals about the complexity of the human condition</li> <li>• create a celebration of people's 'specialness' to honour the significance and worth of every individual in the context of a broken world (eg. through a collage of movement, mime, Bible readings, personal reflection, Christian testimonies and songs)</li> <li>• investigate and report on the life and work of Christian persons, suggesting how their work and life has eased suffering and brought healing in the name of Christianity</li> <li>• analyse how Jesus treated sinners, the sick and the marginalised with dignity and suggest how this could be applied in daily relationships</li> <li>• investigate and analyse what self-help resources reveal about the nature of human life and compare to biblical perspectives</li> </ul>  |
|   |  |   |  | <ul style="list-style-type: none"> <li>• review a film evaluating the way it supports the biblical view of free will as both a vital part of a person's humanity and a contributor to human suffering</li> <li>• compare and contrast philosophical, Christian and other religious responses to world conflicts such as terrorism and war</li> <li>• contrast different results of applying a theology of the cross and a theology of glory to social issues such as unemployment, violence, personal freedom, poverty</li> <li>• predict the possible outcomes of applying a model of reconciliation such as Reverend Tutu's Truth and Reconciliation Commission to people subjected to genocide (eg. Rwanda, Bosnia)</li> <li>• present a proposal on how conflicts within relationships, ranging from personal to global, can be resolved applying an understanding of sin and grace</li> <li>• reflect on how they (students) resolve conflicts in their own lives and identify strategies and principles they would find helpful in their relationships</li> <li>• participate in a forum to resolve an issue of relevance to the local community</li> <li>• prepare devotional material based on Jesus' response to sin and conflict</li> <li>• research responses to a conflict situation with a view to be engaged in an action to address the conflict (eg. letter writing)</li> </ul> |

Achievement standards for each band comprise concepts and content drawn from Learning Statements and Scope Statements together with evidence of student learning demonstrated through ways of knowing.



