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

<table>
<thead>
<tr>
<th>Band A</th>
<th>Band B</th>
<th>Band C</th>
<th>Band D</th>
<th>Band E</th>
</tr>
</thead>
<tbody>
<tr>
<td>CB 1.1</td>
<td>CB 3.1</td>
<td>CB 4.1</td>
<td>CB 5.1</td>
<td>CS 6.1</td>
</tr>
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### CB 1.1
Children explain their ideas about God and who God is.

- **Christian beliefs about God**
  - God made the world
  - God created and loves all people
  - God is almighty
  - God is everywhere
  - God sent Jesus to save people
  - God keeps his promises
  - God answers when people talk to God
  - God helps people to love him, themselves and others
  - God and his love lasts forever

### CB 3.1
Students discuss and describe Christian beliefs about God and the blessings God gives people.

- **Nature and roles of God**
  - God is one God
  - God is everywhere and always with people
  - God is good, loving and forgiving
  - God created the universe and gave the world its beginning
  - God loves the world and takes care of it
  - God cares for everyone and everything
  - God is revealed through scripture in the Old and New Testaments
  - God is Father, Son and Holy Spirit

- **God's blessings**
  - the gift of God – Father, Jesus and Holy Spirit

- **God blesses people with the gifts of**
  - the created world
  - heaven
  - other people
  - freedom
  - the Bible
  - life
  - forgiveness

- **The Christian covenants are summaries of Christian beliefs about the trinity**

### CB 4.1
Students analyse Christian beliefs about the ways God reveals himself as one God: Father, Son and Holy Spirit.

- **Attributes of a personal God**
  - loving, patient, compassionate, angry, merciful, forgiving, forbearing, righteous, faithful, loyal, wise, emotional, powerful

- **Names and titles given to God in the Bible**
  - Jehovah
  - King
  - Father

- **Relationship between Father, Son and Holy Spirit**
  - presence at creation, life-giving
  - Jesus' personal relationship with the Father (e.g., praying, names, Father's will)
  - birth and baptism of Jesus – presence of Father and Spirit
  - support during Jesus' temptation
  - Jesus of God
  - Jesus' promise to send the Holy Spirit to help and teach
  - the story of Pentecost
  - tie between the fruit of the spirit and the nature of God the Father and Jesus

### CB 5.1
Students explore and reflect on the nature of God – Father, Son and Holy Spirit – as creator and sustainer of each individual and all things.

- **The belief that all life begins with an ever-living sustaining creator gives meaning and purpose to the Christian life.**

- **Significance of belief in God as creator and sustainers for individuals regarding**
  - exercise of personal freedom
  - care of creation
  - appreciation of an individual's personal value

### CS 6.1
Students examine Christian beliefs about the nature and actions of God and evaluate their relevance to daily life.

### Biblical images of the personal and communal nature of God – the Trinity (God of relationships not a theoretical construct)

- **Paradoxical concepts**
  - heaven and hell
  - love and gospel
  - goodness and suffering

- **God is active in people's personal lives**
  - the work of the Holy Spirit in people's lives
  - God's will to bring people to faith
  - God's presence in and through suffering

- **Challenges to the biblical teaching of creation – pandehism, deism, individualism, materialism, dualism, gnosticism, atheistic evolution**

- **Contribution of Christians to people, community and created order in the fields of**
  - medicine
  - art, drama, music, architecture
  - science, mathematics
  - environment
  - politics
  - sociology, psychology

- **Fostering of excellence in relationships, sexuality, creativity, parenting**
• explore ideas about God as creator, helper and friend
• retell, in a variety of forms, the creation story and other Bible stories about God
• observe the complexity of creation
• make connections between their experiences and Christian beliefs (eg, rainbows, in the garden – discussion about God making flowers)
• participate in group discussions about God
• brainstorm their ideas about God
• list God-made and man-made objects in the surrounding environment
• share their ideas about God and what God is through a range of mediums
• construct and explore their own questions about God/Jesus
• listen to the story of Jesus’ life
• use a range of Bible stories to identify ways in which God was a friend (make connections with CBZ)
• illustrate ways in which God shows his love for people
• identify words in songs, poems and the Bible that describe the nature of God
• retell biblical stories that focus on different aspects of God’s nature
• represent God’s goodness, love and forgiveness through the arts
• share their responses to different accounts of the creation story
• describe their understanding of God
• investigate the order and patterns of the natural environment and reflect on what it may reveal about God
• portray God’s creation through various art media
• use sensory experiences to investigate the wonder and beauty of creation and to reflect on God as creator
• identify things God gives to people
• suggest different ways people can respond to God’s gifts
• describe ways Christians give thanks to God for his gifts (eg, pray, sing a song, draw a picture
• discuss why God’s gifts are important to Christians
• plan a creation celebration
• describe ways God helped people such as Noah, David, Daniel
• describe the different works of God as Father, as Son and as Holy Spirit
• using a variety of tools, songs, hymns, prayers and create complete descriptions of the nature and attributes of God as Father, Son and Holy Spirit
• using a variety of mediums, represent biblical images of the three persons of God
• retell the key events of the Pentecost story and identify changes the Holy Spirit brought to the lives of people
• 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
• demonstrate or illustrate an understanding of the interconnected roles of Father, Son, Holy Spirit
• 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)
• discuss key Christian beliefs and write own creeds
• identify and compare stories of the Spirit at work in the lives of Old Testament leaders and prophets
• locate and discuss the significance of biblical symbols and metaphors for Father, Jesus, Holy Spirit
• trace the use and meaning of a metaphor/Trinity for God (eg, King) in the Old and New Testaments and identify what it communicates about God
• 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)
• research ways God revealed himself and communicated to people in both Old and New Testaments
• identify Jesus’ teachings about God and how Christians have interpreted them through song and images
• examine the influence of the Holy Spirit on various biblical characters (eg, King Saul, Paul)
• compare various cultural and artistic representations of the Trinitarian God and create new meaningful representations for a selected audience
• analyse a selection of biblical texts to show how they illustrate the Christian doctrine of the Trinity
• create a profile of God
• discuss the limitations of human language to describe God
• consider on different artistic representations of God and what they suggest about the nature of God
• linking with CBZ, discuss the view of God that is communicated through the life of Jesus
• investigate the natural order in creation and evaluate what this order reveals about the nature of God
• compare different biblical accounts of creation (eg, Job, Psalms) and analyse what they reveal about God’s relationship with his creation
• illustrate how God continues to sustain creation (eg, laws of nature, life cycles, procreation, role of people – natural world and world of work)
• 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)
• analyse Christian beliefs about God’s ongoing presence and intervention in the world (eg, does God intervene to avert or cause disasters?)
• discuss the role of the Holy Spirit in leading people to a realization of the nature of God the Father as creator, God the Son as redeemer
• analyse and discuss how God works through people to maintain, sustain and grow creation (eg, built environments, use of knowledge and resources, communication)
• identify structures in society which help people maintain order in their lives
• identify principles of care and responsibility for the created order
• evaluate different government’s policies on the environment in light of biblical principles
• develop an action plan which honours, nurtures and fosters all aspects of God’s creation
• identify the features and limits of scientific and biblical explanations about the origin of the universe
• compare and contrast religious beliefs and scientific theories about the origin, intricacy and complexity of creation (eg, how does this process of evolution align with the creation accounts?)
• deduce people’s understanding of God by studying characteristics of the God people don’t believe in
• report on how Christians accommodate the paradoxical nature of God (eg, heaven/hell, inclusive/exclusive, saint/sinner, law/gospel)
• summarize historical ideas of God and chart their influence on current thinking about God
• critique how different ideas about the nature of God influence the way people approach life
• research the history of the Christian creeds, identifying and reflecting on key areas of dispute then and now
• 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
• arrive at a position on the relationship between God’s goodness and human suffering
• formulate a response to the question, are there three gods or one? through a study of Christian and non-Christian perspectives on the trinity
• examine ways people (including ourselves) can be co-creators with God
• examine conflicting biblical passages on the nature of God, identifying the current values and practices that these challenge
• 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
• propose a charter of excellence for community life, providing biblical support
• provide an analysis and comparison of various views, beliefs, theories on the origins of the universe
## Key Idea 3: Christians have a responsibility in and for the world

### Band A

**Beginning**

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<tr>
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<th>Scope Statements</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>God created all</td>
<td>All that God creates is good.</td>
<td>God created all</td>
</tr>
<tr>
<td>God created all</td>
<td>God created all</td>
<td>People take responsibility for looking after the world. People take responsibility for looking after the world.</td>
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### Band B

**Christian Living**

| God created all | God created all | People take responsibility for looking after the world. People take responsibility for looking after the world. |

### Band C

**Beginning**

| Christians believe that God has given authority to people to live the world in balance with the natural order. | Christians believe that God has given authority to people to live the world in balance with the natural order. | People need to be responsible for looking after the world. People need to be responsible for looking after the world. |

### Band D

**End of nurture**

| Christians believe that God has given authority to people to live the world in balance with the natural order. | Christians believe that God has given authority to people to live the world in balance with the natural order. | People need to be responsible for looking after the world. People need to be responsible for looking after the world. |

### Band E

**End of nurture**

| Christians believe that God has given authority to people to live the world in balance with the natural order. | Christians believe that God has given authority to people to live the world in balance with the natural order. | People need to be responsible for looking after the world. People need to be responsible for looking after the world. |
produce a pictorial record of the beauty and complexity of the created world
create a display of favourite natural objects
list ways of caring for God’s world and apply the list in their setting
investigate and describe ways people care for the environment (eg, disposing of their rubbish, recycling used materials, sick wildlife)
demonstrate the care of pets and other creatures
comment on science experiments that explore the wonders of God’s world
participate in games and activities to practise ways to care for God’s world
contribute to the establishment and care of a garden
talk about how people look after creatures and their pets
retell the stories of creation (eg, Genesis 1, 2; Psalm 104), highlighting the blessings God has given people through his creation
identify ways that God continues to look after his creation
list different ways people in the community care for the environment
explore ways they can respond to God’s creation
plan and develop strategies to care for natural resources or address an environmental issue in their community
imagine and describe future scenarios in which all people take responsibility to care for the earth
explore ways they can take care of people or places in the school environment
plan and participate in a celebration of thanks and praise for God’s created world
explore and describe ways that God has equipped people to care for the world (eg, skills, and abilities people have)
promote the role people have been given to care for the world
propose actions that can be taken by either the school community or themselves to care for the world
gather and represent information from various sources about ways people care for the world
show connections between people and the environment and discuss the significance of this relationship
consider the ways people use the environment and reflect on the ways people maintain a balance between using, enjoying and caring for the environment
respond to environmental issues in the community
summarise biblical views and descriptions of creation
develop protocols for care of the environment
examine God the creator’s role in the world today and how people play a part in maintaining God’s creation
identify and compare what motivates environmental groups to take care of the environment
select existing community projects that reflect Christian stewardship of the earth and its people
list areas of need in the world and suggest ways these could be met
develop an action plan to take care of people in need or the environment (eg, collecting food for homeless, organising recycling programs)
discuss and react to Indigenous issues (eg, saying sorry to Indigenous peoples for the way they have been treated in the past, the Stolen Generation, removal from land)
formulate and present procedures for helping refugees and other marginalised people based on compassion and justice (eg, design a manual for the Immigration Department)
use role play to investigate and present findings on Jesus’ teaching about social justice (eg, modernise a Bible story)
compare and analyse profiles of advantaged and disadvantaged groups in the world
develop and implement a school community action plan
identify and analyse personal experiences or situations that have led to an unjust outcome
define and deliberate on global injustices in communities and explore ways to maintain peace and justice
highlight a social justice issue and use evidence to make an inference as to the church’s position on the issue
gather evidence of and formulate a response to the church’s voice in a current social justice issue
 differentiate between secular law and Christian social action and form an opinion as to whether the church has a role within the boundaries of the law
investigate ways Christians respond to controversial global issues such as the uneven distribution of wealth in the world
support a community project addressing issues of injustice and report on what they learnt from the experience
analyse biblical material on God’s view of poverty and oppression
draw conclusions about the link between attitudes to the environment and poverty
present a rationale for care of the environment based on biblical principles
develop multiple responses to an environmental issue, examining biblical principles, short-term and long-term effects and the impact of solutions on people and animals
apply Jesus’ teaching on “loving one’s neighbour” to economic and environmental sustainability
show the link between how a community defines itself and how it treats people
identify the different communities to which students belong and assess how they exercise their rights and responsibilities within these communities
analyse the reasons for the problems that exist in the community
apply the challenge of Jesus’ teaching on love, care, responsibility and service to a range of contexts (eg, school, treatment of asylum seekers, friendship, the marginalised in society, Aboriginal missions)
evaluate the degree to which service organisations fulfill Jesus’ mandate to love and serve others in the way that they approach the problem and minister to the whole person
analyse the actions taken to meet the needs of people (eg, the poor) within the community and predict the long-term consequences of such actions
present an action plan to address a current need in the community
debate Christian involvement in politics
promote understanding and action for a community project
assess the viability of Old Testament responses to injustice for current issues
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<td>- Investigate how the arts explore the theme of God and His relationship with the world and with people.</td>
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<td>- Listen to stories about God as mystery.</td>
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<tr>
<td>- Talk about things that happen in the classroom.</td>
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<td>- Read the Bible to explore a story or theme.</td>
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<tr>
<td>- Complete a daily prayer.</td>
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