



CHRISTIANITY IN THE WORLD

LEARNING STATEMENTS:
CONTENT KNOWLEDGE AND
WAYS OF KNOWING

CHRISTIANITY
IN THE WORLD:
curriculum statements

CHRISTIANITY IN THE WORLD

Key Idea 1: Religious beliefs and ideas shape people's thinking and actions

students know... (knowledge and elaborations)											
Beginning		Band A		Band B		Band C		Band D		Band E	
CW 1.1	Children identify and acknowledge that people think and live differently	CW 2.1	Students identify and find out about religious groups in their local community	CW 3.1	Students research and describe the relationship between Christianity and Judaism	CW 4.1	Students compare ideas and beliefs about God and the nature of human beings in monotheistic religions	CW 5.1	Students identify philosophical approaches and religious beliefs and explain how they influence individuals and societies	CW 6.1	Students review and respond to the dialogue between Christianity and a range of religious and philosophical worldviews
People by the very nature of their individuality perceive reality in their unique way and communicate their beliefs and idea of the world through language, story, symbol and ritual.		People are members of communities or groups who share common interests and beliefs and stories. Society has many groups including religious groups to which students may belong. Groups have distinctive characteristics made evident in the membership, purpose, activities, physical expression, rituals, use of language, stories.		Christianity has a history in Judaism. A study of Judaism as expressed in the Old and New Testaments gives insight into the concepts, symbols and practices and stories at the core of Christianity. Christianity interprets the Old and New Testaments in relation to Jesus and attaches a different meaning to the events and concepts it shares with Judaism.		Christianity, Judaism and Islam each have beliefs about the nature of God, the origin of life and the role and purpose people have in the world. These beliefs are influenced by historical and cultural contexts. Philosophy of religion provides significant insights into questions about life and the world. Together they allow people to describe, interpret and evaluate their personal belief system and identity.		People's shared humanity leads them to ask the same big questions about the origin, meaning and purpose of life. Religions and philosophies provide people with knowledge, wisdom, direction and guidance in people's search for happiness and fulfilment. The changing context of life challenges existing views of truth and produces different ways of understanding and interpreting the meaning of life.		Knowledge, critical reflection and respect empower people from different worldviews to dialogue and learn from each other in their search for greater understanding of life and God. Christianity presents the philosophy that life apart from God lacks vision and is ultimately lost. Life's big questions are seen through the lens of God revealing himself in all of life, and specifically in Jesus.	
God made people as unique individuals with different ways of thinking People think, and that makes them different from each other and the rest of God's creation People will have different views		Religious groups in local community		Religion		The nature of religion evident in Jewish, Islamic, Christian faiths		Religion		Religious and philosophical responses to questions about	
• people think differently about God		• different Christian groups (eg. Anglicans, Baptists, Lutherans) can be identified by their buildings, service activities, presence in the community		• dimensions of religion – beliefs, origins/beginnings, sacred text and stories, symbols, rituals, worship, leaders, structures		Beliefs about God and people's relationship with God in the Abrahamic (monotheistic) religions		• eastern mainline religions – Hinduism, Buddhism, Taoism, Islam, and Sikhism		• the origin and nature of human beings	
• people will do and say things differently because of how they think		• identifiable features of familiar religious groups		Judaism:		• significance of Jerusalem to all three faiths		• interplay of culture and religion (eg. the face of Buddhism and Islam in different cultural settings)		• death/afterlife	
• people have different responses to the same situation		• the relationship between core beliefs and practices		• key concepts – chosen, land, promise, Messiah, sacrifice		beliefs and practices in worship of God		Religion in Australia		• the problem of evil	
Respect for other people with different ideas and responses is important for living together		Christians' core beliefs are made evident in Christian practices, eg.		• key events – creation call of Abraham, rescue from Egypt, years in the desert, King David, building of the temple		Introduction to philosophy of religion		• impact of convict beginnings on perception and practice of religion		• rationality/irrationality	
		• the focus of the Christian celebration of Christmas and Easter is the belief in Jesus as Saviour		• key practices in the Old Testament – circumcision, sacrifices		• people of all races and times try to answer problematic questions about life, people and the world		• Christian denominations		• free will versus determinism	
		• Christians read and live according to the words in the Bible because they believe it is God's revelation		• key celebrations in the Old Testament – Passover, Sabbath, Purim		• how we think about things is grounded in our beliefs		• growth of Buddhism and Islam		• freedom	
		• Christians believe God has given them his Holy Spirit to guide their lives		Judaism in the New Testament and today – temple, Passover, Pharisees, laws, Jewish leaders		• philosophical questions about the existence of God and the origins of the universe		• the way different religions have shaped society in Australia		Significant philosophical movements and philosophers of the twentieth and twenty-first centuries (eg. Enlightenment, existentialism, postmodernism, Kant, Marx, Nietzsche)	
		• Christians respond to God in worship, prayer, sharing the gospel with others		Judaism as practised in Australia today		• applying logic and reason to religious truth-claims		Indigenous spirituality		Different approaches/responses to religious and philosophical thought	
		Where appropriate, begin to respectfully explore the practices and beliefs of other religious traditions, in particular those represented in your class and community.		Christianity		Ways Christianity, Judaism and Islam respond to philosophical questions about the existence of God and the origins of the universe		Philosophy		philosophical thought	
				• features – sacraments, buildings, leaders		the existence of God and the origins of the universe		• philosophy of religion and its personal meaning		• literary	
				• key concepts – chosen, children of God, promise, salvation, eternal life, grace		• sacred texts, stories, beliefs		• Christianity and philosophy (eg. Saint Augustine, medieval philosophy)		• phenomenological	
				• key events– creation, call of Abraham, rescue from Egypt, birth of Jesus, resurrection, Pentecost		• wisdom literature (eg. Proverbs, writings of Mohammed)		• difference between religion and philosophy		• sociological, feminist	
				• key practices and festivals in the Old Testament and New Testament		• writers and leaders (eg. Old Testament prophets, Jesus, Mohammed)		• terminology (eg. truth, knowledge, wisdom, beauty, goodness)		• political, historical, contemporary	
				• Christianity as practised in Australia today		Significance of beliefs about God for Australian young people		• eastern philosophy (eg. Confucianism)		• revelation of truth	
								• views of and arguments surrounding the existence of God found in philosophy		Religious relationships	
								• concept and nature of truth		• examples of dialogue between Christianity and other religious and philosophical perspectives (eg. God and science, faith and reason)	
								• philosophical thinking that shapes society (eg. Darwinism)		• conflict within religions and between religions	
								Introduction to early Greek philosophers who had an impact on the development of Christianity (eg. Socrates, Plato, Aristotle)		• the impact of extremism on religion	
										Christian beliefs about God in the context of other philosophical and religious thought such as	
										• different arguments for the existence of God	
										• historical ideas of who/what God is (eg. animist, pantheist, Greek, Roman, Egyptian)	
										• contemporary ideas of who/what God is (eg. scientific – Paul Davies, Stephen Hawking, Dawkins)	

students know... (Knowledge and elaborations)

scope statements

learning statement

Students can... (ways of knowing)					
- participate in discussions and generate questions about ways God has made people unique - listen to and acknowledge other children's ideas in their play - role play different backgrounds and family groupings - participate as a group member to examine basic brain structure (eg, right brain, left brain, perception) and where people's thoughts come from - discuss how people view (perceive) things differently - organise and perform a puppet show to model respect (eg, respecting the roles each child chooses to take, how the characters respond to each other) - experience different roles in their play (eg, leader, follower, director, negotiator) - listen to and recall different cultural stories (eg, poster, video, story, Aboriginal visitor) - share and describe special celebrations in their home - share their ideas of God and listen to those of others	- gather and explain significant symbols and images of Christianity - using art, music, dance, drama, songs, food explore religious and cultural festivals - locate and map various religious groups in the community - draw the identifying features of religious groups in the community - research local cultural and religious festivals - identify the distinguishing factors between religious groups and other groups in their community - listen to and retell stories of the different ways Christian people celebrate festivals (Christmas, Easter) - organise and participate in a celebration of an event on the Christian church calendar - describe special celebrations in their family/religious community - create a portfolio to show how the birth of a child is celebrated in families and religious groups - describe ways that people share the message of God's love with others - examine and recount Bible stories of people's response to God - explain what being a Christian means to people today and how this affects the way they live their life	- research the beliefs and practices of Judaism and Christianity recorded in the Old and New Testaments - retell the stories and contribution of key people in Judaism and Christianity - describe the different ways Christians and Jews celebrate important events in their history - chart the similarities and differences between Christianity and Judaism - illustrate the relationship between Christianity and Judaism - create a glossary of terms, ideas, events, places common to Judaism and Christianity, explaining their various meanings and importance - discuss the different view of Jesus held by Christians and Jews - analyse news items related to Judaism and Christianity - make a collection of symbols, images, stories to show the distinctive features of Christianity and Judaism - retell a biblical event from the perspective of either a Jew or Christian - gather significant symbols and images and explain what they tell about the beliefs of Christianity and Judaism - examine the language used by Judaism and Christianity to describe features of the religions - identify features of Judaism and Christianity as religions - examine the different ways Christianity and Judaism are practised - consider stereotypical portrayals of religious groups and compare with information gathered about these religious groups	- research and investigate the key features of Islam - research the values and beliefs of monotheistic religious traditions and identify some of the similarities and differences between them - identify some of the major differences and similarities in rites of passage of monotheistic religious traditions (eg, bar mitzvah, confirmation) - compare how religious practices impact on cultural, political and environmental practices within a country (eg, festivals, dress, prayer times in Muslim countries) - analyse the significance of life events and their rituals in various cultural and religious contexts (eg, birth, marriage, death) - investigate various texts of monotheistic religious traditions on the ways people should live and analyse the similarities and differences between them (eg, ten commandments, five pillars) - observe and summarise how religious groups live as a minority within a society and analyse the impact on their practices (eg, Muslims living in Christian countries, Christians living in Muslim countries)	- compare and contrast the beliefs and distinguishing characteristics of Eastern religions with Christianity - examine the specific claims to truth made by Eastern religions and how these religions express their spirituality in society - assess the differences and similarities of Eastern religions' practices in Australia and compare that to the practices in their country of origin - explore the meaning of truth through the study of various philosophers and their views of thought and the resulting impact on society (eg, Socrates, Plato, Aristotle) - distinguish between the two worldviews of philosophy – theism and atheism – and consider the impact of these on society - determine various sources of truth in society and inquire into their validity (eg, claims to truth, sceptics, doubt, reason) - report on eastern religious practices that have been incorporated into contemporary Australian society - analyse the importance of spirituality to Indigenous people and how it provides guidance for living and their relationship to the environment	- evaluate how a person's thinking and actions would be different if they were a scientific materialist in contrast to a creation scientist, or Hindu in contrast to a Christian, or a social worker in contrast to a Christian missionary on a selected issue - develop a coherent argument for a particular religious or philosophical position concerning the problem of evil - propose a Christian response to various religious and philosophical approaches to death and the afterlife (eg, epicurean, stoic, natural-process, necessity, karma) - document and display developments in Christianity's relationship with other religious faiths - analyse the similarities and differences a variety of approaches to religious and philosophical thought bring to a particular issue and draw conclusions on which makes for the most powerful argument - report on Christians' changing views on how best to organise society (eg, feudalism, slavery, theocracy, monarchy, democracy) - report on the current relationship and dialogue between Christianity and another religious perspective and propose ways in which they could seek greater understanding - research a current religious tension, analyse its causes and develop and recommend a way forward for the future

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.



Beginning		Band A		Band B		Band C		Band D		Band E	
CW 1.2	Children begin to explore spirituality by describing experiences of awe and wonder	CW 2.2	Students investigate spirituality by describing how Christians experience the presence of God in the world	CW 3.2	Students explore and reflect on expressions of Christian spirituality as described in the New Testament and experienced in the school community	CW 4.2	Students examine people's need for spirituality and identify how Australians seek to fulfil it	CW 5.2	Students research secular and religious spirituality and evaluate their impact on societies past and present	CW 6.2	Students analyse and reflect on the relevance of spirituality in people's quest for meaning
The human imagination finds its expression in the creative arts, music, play. It is a means for people to put into concrete form their sense of awe and wonder of life. Christians believe the nature and presence of God in the world remains a mystery. It is often seen and experienced in his created world and through the imagination.		Young people express their spirituality in terms of how they see themselves, their relationships with others and the world around them, and their perceptions of a Supreme Being. Lutherans believe students will draw their understanding of God from their families, their culture, the faith community to which they belong as well as their sense of self.		Christian spirituality is firmly grounded in the belief that God has revealed himself to people in the person of Jesus. Christian spirituality is expressed in the practical outworking of a life of faith. It is nurtured by God through his word, sacraments and Spirit.		Spirituality relates to people's need for identity and wholeness. It crosses the boundaries of religion as people seek to understand what it means to be human and how to live. Christians believe communities, the environment, cultural activities, beliefs, faith in God give people meaning and a sense of connectedness to a world beyond them.		Spirituality is influenced by a person's beliefs and image of God. Christian spirituality is a response to God expressed in the choices and lifestyle of the Christian. It is communal and individual. For example, a spiritually based on materialism will have a different focus and outcome to one based on a belief in God. In some religions spirituality is a way to salvation.		Cultural context plays a significant role in the expression of spirituality. The human quest for meaning adapts to changing needs and circumstances. The Christian church has a rich legacy of spirituality drawn from both scripture and people who have written about their journey to understand and live the mystery of God in the world for new generations of inquirers.	
People can see evidence of God in the natural world, by exploring its • complexity • relationships • beauty People can express emotions through means other than words – music, art, drama, dance, touch, facial expressions, body language People do not always have to see something to know that it is present • people or things that are far away, but still there • emotions are real but can be hard to see • people have ideas and thoughts in their heads that are unseen and hard to put into words • wind, air, sound, temperature, taste		God as creator gives people life All of creation reflects God's glory Concepts of faith, trust, acceptance, belonging, safety are the building blocks to developing a concept of God and a sense of the other • people feel acceptance and belonging when they are safe and loved • faith is believing in something and trusting in something • people can experience God through others Symbols, metaphors and stories that describe the experience of God Ways Christians express their faith and trust in God • enjoyment of nature, music, art • the wonder of new life, the night sky, the imagination • sense of the mysterious • people express their understandings about God through means other than words (eg, music, art, drama, dance) The importance of listening in developing a relationship with God (eg, prayer, psalms, being quiet and still) The Lutheran school as a place where God is present		The ways the early Christians expressed their spirituality Christians use a number of ways to help them know God and grow closer to God • silence, retreats • meditating on God's word • personal prayer times • worship • song, dance, art • using their gifts (gifts of the Holy Spirit) • the sacraments Christian spirituality as expressed and experienced in the school People ask questions and wonder about puzzling aspects of life and experiences such as • faith • the experience of the Holy Spirit • unexplained (personal) experiences • the mysterious, miracles • angels, heaven and hell Some aspects of life raise questions that are difficult to answer		Australian expressions of spirituality • Indigenous spirituality (eg, the Dreaming, relationship with the land) • commemoration of historical events (eg, Anzac Day, Australia Day) • cultural rituals and artefacts (eg, going to the football, sporting clubs) • religious expression (eg, meditation, music) • Christian spirituality (eg, in daily life, in relationships, in worship) People of all ages and places search for meaning • people ask spiritual questions (eg, why am I here? what is the purpose of life?) • people make meaning through their relationships with others and belonging (eg, where do I fit with my family, friends?) • people express their spirituality and search for meaning in different ways Ways Christians address spiritual questions and make meaning of their lives and the world • Australia • Indigenous communities • urban and rural settings		Influence of spirituality on society • nature of spirituality • different expressions of spirituality in society, including secular principles for living (consumerism, humanism) • expressions of spirituality in movements with no beliefs in God (eg, New Age, atheism, naturalism) • spirituality of sects and cults with some beliefs about God (eg, Mormonism, Jehovah's Witnesses, Mind Sciences) • the contribution of different movements, cultures and lifestyles to Australian spirituality • how people fulfil the search for meaning with spirituality • Christian spirituality and its contribution to spirituality in society • formation of a personal identity through expression of spirituality and the influence of society on their spirituality • monastic and contemplative orders		Christian spirituality • open to the influence of the Holy Spirit • growing in Christ • growing and developing, not static • personal devotional life, both contemplative and active • the development of identity and the self leads to service of others, not merely personal but global/communal Quest for meaning • the relationship between the inner life and the outer life of the individual • the modern media's portrayal of what gives life meaning (eg, adverts, magazines, soap operas, reality TV, music, lifestyle shows) • people's response to meaning and meaninglessness in Australian society • examples of the breadth and depth of spiritual experience and expression in both religious and non-religious contexts • historical, literary, artistic, musical and contemporary examples of people's quest for meaning and understanding of the world and their place in it	

students can... (ways of knowing)					
- investigate how the arts assist people to express feelings and ideas that are complex, hard to talk about - participate in a variety of sensory activities to experience the beauty and wonder of God in creation - describe the unique, complex qualities and beauty of the natural world - explore some of the things that they know are there but can't be seen (eg, people, places, air, feelings like love, fear, happiness) - discuss the relationship between a piece of music they have heard and their feelings - create a collection of objects, pictures, colours special to them - construct imaginative and fantastical structures with a medium of their choice - listen and respond to stories about how others express their sense of awe and wonder (eg, psalms, poems, visual documentaries) - talk about believing in something – how that makes it important and precious and sometimes even private, but sometimes you just want to share it with others - experience moments of stillness - describe how their senses help them experience the world	- make a collage of symbols, images, words to illustrate the goodness of God in creation - listen to stories about God as mystery - explore an emotion such as joy through a range of mediums - find out how people communicate with God - represent their ideas about what God/heaven might look like - share thoughts about what they feel and know about God - explore biblical verses that describe God - share reasons why some things are important to them - use quiet time to reflect on a story or other experience - explore the natural world and its beauty - talk about images of God – their own and those of others - look at how others have depicted their expressions of God through art, music, dance, drama, media - choose from a range of stimuli images that best represent their understanding of God - discuss the sense of mystery about God expressed in Christian songs and Bible stories - make a list of reasons why people trust God, referring to biblical material and from interviews of Christians they know - examine how the school community reflects God (eg, acceptance, belonging) - represent their ideas about what God might look like - experience times of quiet and stillness	- ask, collate and sort questions relating to the topics covered and examine and respond to various answers and perspectives - share personal understandings and feelings related to the topics explored, using various media (eg, visual, musical, written) - gather information from various sources about faith – including the Bible, stories, picture books, poetry, art work, newspapers and visual media – to create a summary of information, noting stereotypes and symbolic language - compare biblical references of heaven with the way it is portrayed in society (eg, look at images of heaven on television and in movies) - explore the purpose and role of the seen and unseen and reflect on what this reveals to them about God - research and collate evidence that supports the existence of the topic covered in today's society and reflect on what this reveals about God (eg, miracles still occur today and are experienced by people) - research how Christians nurture their faith - develop a set of symbols and/or practices that the whole class can use in a reflective way - compose songs, poems to celebrate the love and goodness of God experienced by people in the biblical stories - create a picture book of how monks and nuns live(d) in relationship with God - recount how people they have interviewed relate to God - investigate Christian meditation - experience times of stillness and reflection	- use a variety of sources to explore people's need for meaning in the world (eg, biographies, interviews, surveys) - collate and discuss questions of life asked by people in the community (eg, why am I here?) - compare various rituals and symbols of cultural and religious events and analyse their significance to the individual (eg, football culture, Indigenous culture) - explore contemporary ways individuals attempt to make meaning and compare it with the Christian tradition (eg, compare Sunday practices) - examine the role of community in fulfilling an individual's need to belong (eg, sporting groups, social groups) - identify and evaluate ways people attempt to answer some of life's mysteries - research various Christian meditation methods and examine the significance for individuals' spiritual meaning (eg, prayer, music) - experience stillness and meditative methods - analyse people's understanding of happiness and how it relates to identity and wholeness	- record the expression of different forms of spirituality in Australia (eg, religious, secular, Indigenous) and the way this is expressed in society - examine how different movements and sects express their spirituality and process this information to convey content and purpose - critically reflect on contributions of various belief systems to the culture and lifestyle of the Australian community (eg, New Age, sects, cults) - explain how societal issues and individual circumstances influence the personal development of a spiritual self (eg, family upbringing, religious beliefs, financial position) - assess the impact of Christianity on Australian spirituality recording its contribution - contrast Christian and humanist spirituality - participate in and reflect on experiences of stillness and Christian meditation - analyse and compare views of spirituality as reflected in music, art and literature	- investigate and critique the attraction to Buddhist and New Age spirituality in early twenty-first century western societies - appraise how the values of a materialist, consumerist society can erode people's sense of meaning and spirituality - analyse the life and writings of a Christian saint or leader to explore how Christian spirituality is both contemplative and active - research stories of people who have changed direction in life to examine the relationship between what a person values and how s/he chooses to live - create a narrative that illustrates a modern person's search for meaning. - compare and contrast a cultural portrayal of what gives life meaning with a religious outlook - create a series of stillness exercises and meditations for the school community, home or self

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.



CHRISTIANITY IN THE WORLD

Key Idea 3: People make decisions using a range of religious perspectives and ethical frameworks

Beginning		Band A		Band B		Band C		Band D		Band E	
CW 1.3	Children make connections between their actions and consequences for themselves and others	CW 2.3	Students explore and outline ways Christians make decisions about how to live	CW 3.3	Students describe the connections between what Christians believe and the decisions they make	CW 4.3	Students apply decision-making processes to ethical issues and explain how and why people hold different ethical positions	CW 5.3	Students analyse and compare perspectives of different ethical and religious frameworks on contemporary ethical issues	CW 6.3	Students evaluate and apply theoretical ethical frameworks to complex competing claims of real-life situations
scope statements		Ethical decisions are made within the context of community. The choices individuals make affect their relationships. Christians are guided by biblical principles for living using Jesus' life as a demonstration of how to apply those principles to relationships and community life. Christians can ask for God's forgiveness when they make wrong choices and for strength to do what is right and good.		Beliefs about the nature of God, people and the environment influence the decisions and choices Christians make regarding their treatment of others and the world in which they live. People can behave similarly for different reasons. Christian values embrace God's view of life and how it is lived. This is not limited to what is legal or acceptable to society.		Ethical decisions are complex and difficult. Wise decisions distinguish between a right and wrong course of action to resolve a problem. Knowledge of cause and effect and analysis of different approaches, beliefs about life and right and wrong influence decision-making. Christians depend on God and his word to decide on a course of action.		A range of ethical frameworks have developed over time, reflecting what different people believe about what makes a good life and what it means to be human. Each framework provides a process of reasoning for decision-making which can assist people to understand new ethical problems arising from a changing world context. A Christian worldview embraces biblical perspectives on how one lives an ethical life.		An ethical life applies a consistent set of principles to all areas of personal and communal life. Individual rights, freedom of choice and responsibility to others must be held in balance. New revelations can bring into question existing solutions to ethical issues. Personal action is subject to continual review and evaluation. Firm beliefs and commitment to thoughtful action are important. Christians' faith in God provides direction in their decision-making.	
		Responsible decision-making		Beliefs and decision-making		Christian frameworks for decision-making (eg, use of the Bible, law of love)		Ethical frameworks		Nature of ethics	
students know... (knowledge and elaborations)		God gives humans the freedom to choose		people have different beliefs and this impacts on their decisions (eg, human rights, environmental beliefs, religious beliefs)		gathering information about a problem		historical development of ethical frameworks (eg, utilitarianism, individualism, natural law, situation ethics)		the difference between ethics and morality	
		people make different choices and there is not always one right decision		people believe different things for various reasons (eg impact of family, peers, religion, experience)		identifying and analysing issues surrounding an ethical situation		teachings on right and wrong behaviour (eg, moral, immoral, amoral)		the complexity of ethical decision-making	
		what Christians believe is important in making decisions		people make decisions based on fact, experience and what they believe		brainstorming ways of approaching a difficult decision		definitions of happiness and dimensions of human experience (intellectual, aesthetic, moral, spiritual, physical, emotional, social) and application to decision-making		the steps of ethical decision-making	
		Christians pray for guidance, strength and wisdom when making decisions and trust God to help them		difference between fact and opinion		researching solutions		exploring and anticipating implications of approaches to resolving a problem		conflict between private and public ethics (eg, does legal equal ethical?)	
		making responsible decisions helps to foster positive relationships with others		Biblical perspectives affecting decision-making		exploiting and anticipating implications of approaches to resolving a problem		Christian perspectives		equally valid yet competing claims	
		people can ask themselves questions to make a better choice		creation is good and for the wellbeing of all people		deciding on and justifying a course of action		connecting God's will and the freedom of choice given to humans		ethical high ground versus practical reality (eg, genetically modified food may pose a long-term health risk yet may also feed starving people)	
		Consequences of choices		all people are created in the image of God		analysis and evaluation of solutions		Other religious perspectives		An ethical life from a Christian perspective	
		there are positive and negative consequences for decisions people make		the ten commandments		Moral and ethical issues		applying Christian code of conduct to everyday decision-making situations		natural law	
		people who follow Jesus know they can say sorry for their wrong choices and know God will forgive them		Luke 12:31, Matt 6:25-34; 7:7,8		people attempt to answer difficult questions based on their beliefs, information and feelings		Exploration of contemporary ethical issues		situation ethics (Fletcher)	
				God's love and forgiveness for all people		people face moral issues (eg, peer pressure, adolescent tensions)		social matters related to the beginning and end of life		ethics of Jesus	
				actions arising from selfishness and greed bring unhealthy outcomes such as conflict, damage to the environment, breakdown of community life		ethical dilemmas (eg, bioethics, sexual relations)		the consequences of decision-making		law and gospel (as an ethical principle)	
						the consequences of decision-making		Different perspectives		ethics of vocation and work	
						People use a range of frameworks to attempt to answer difficult questions		political		ethics and the law	
						cultural frameworks (eg, humanism, greatest good, Indigenous)		economic		ethics of marriage and family	
						personal frameworks (eg, based on individual's personal experience)		environmental		Christian liberty (human freedom and responsibility)	
								scientific (eg, bioethics)		Eastern ethical systems (eg, Taoist, Buddhist, Confucian)	
										Contemporary ethicists	

students can... (ways of knowing)					
• share ideas of what makes them happy/sad • participate in activities that explore feelings and emotions • discuss the consequences of what happens when the group's code of behaviour is not followed • use characters (eg. personal dolls, puppets, story) to explore issues such as bullying, hitting • use language as a way to solve conflict • role play different ways of solving conflict • brainstorm solutions to specific problems and identify the range of choices that can be made • explore the consequences of different ways to solve real life problems • identify the poor choices made in situations that have negative outcomes • suggest choices that will produce happy relationships (eg. families)	• use simple decision-making procedures • outline the consequences of choices people make • explore Bible stories in which people make choices, identify what influenced the choices and the consequences of those choices • analyse the purpose and value of rules in the home, school and community • investigate the Christian understanding of forgiveness in relation to decision-making • identify situations where forgiveness is needed • investigate and express ways of showing forgiveness to others • discuss the meaning of responsibility and demonstrate skills needed for making safe and loving choices • describe and communicate how good relationships affect the wellbeing of others • role play peaceful ways of interacting and reconciling relationships	• express personal beliefs and identify the beliefs of others (eg. authors express environmental, materialistic, social justice beliefs in their stories) • examine a relevant ethical issue from a range of perspectives and identify what each group believes (eg. what environmentalists, developers, tourists think of logging in a conservation park) • make decisions on a range of relevant issues based on what they believe and justify why they made that decision • explore the beliefs of organisations, church-affiliated and other, and examine what informs their decisions and the actions they take (eg. ALWS, Greenpeace, Amnesty International, World Wildlife Foundation) • research someone whose beliefs have shaped their actions and influenced the lives of others at local or global levels	• explain the implications of the belief that people have a free will to choose either good or destructive actions • examine and describe various religious and cultural ethical codes for living and their impact on society (eg. ten commandments, five pillars, rights of the individual, Dreaming stories) • analyse historical and contemporary people's responses to difficult moral and ethical decisions and examine the consequences of their decisions (eg. Martin Luther, Dietrich Bonhoeffer) • locate various media reports on moral or ethical issues, identify key ethical issues and analyse the debates surrounding them • explore moral dilemmas in the light of Christian teachings and use various means to interpret the consequences for the individual/group • outline various strategies used by religious and social groups to make effective decisions on moral and ethical issues • critically examine and report on media accounts of ethical and moral issues	• evaluate and analyse how people process right and wrong and identify key characteristics in the process of decision-making from a religious and secular point of view • investigate Christian perspectives on topical ethical issues and evaluate the validity of these perspectives within current settings • compare and contrast historical ethical frameworks and how these are applied in making ethical decisions (eg. arguments for and against) • identify the relationship between free will and God's will and debate the use of freedom in making ethical decisions • investigate dimensions of human experience and assess how they create and sustain human fulfilment • propose solutions to new, emerging ethical issues through the application of Christian principles • research and critique different responses to an ethical issue	• analyse a case study or scenario and retell the process of ethical decision-making from the point of view of at least two players in the story • produce a publication that promotes an alternative ethical stance while exposing the unethical approach present in the media or the corporate world • find and analyse examples of clashes between an Indigenous, ethnic, cultural and western ethical framework to assess the appropriateness of the western legal response to the situation • create an ethical dilemma that highlights the link between values, choice and consequences • map and contrast the different steps taken by adherents of different religions and/or ethical persuasions, who have arrived at the same conclusions on an issue (eg. pacifism, pornography, environmental sustainability) • propose a series of options for someone who is faced with a potential ethical dilemma in the public realm (eg. response to poverty, location of legal injecting room)

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.



