CHRISTIAN LIVING

LEARNING STATEMENTS:
CONTENT KNOWLEDGE AND WAYS OF KNOWING
### Key Idea 1: Christians believe that God creates people to live in relationship with him and with each other

<table>
<thead>
<tr>
<th>Level</th>
<th>Learning Statements</th>
<th>Scope Statements</th>
<th>Students Know... (Knowledge and Elaborations)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CL 1.1</td>
<td>Beginning</td>
<td>- Students describe ways God cares for individual people.</td>
<td>- God made and loves each person as special and unique.</td>
</tr>
<tr>
<td>CL 2.1</td>
<td>Band A</td>
<td>- Students investigate and represent people’s relationships with God and with each other.</td>
<td>- Attributes and features that make each person special and unique.</td>
</tr>
<tr>
<td>CL 3.1</td>
<td>Band B</td>
<td>- Students examine and reflect on the belief that God creates people to live in community.</td>
<td>- God wants to have a relationship with each person.</td>
</tr>
<tr>
<td>CL 4.1</td>
<td>Band C</td>
<td>- Students draw conclusions about the influence of the other on self-identity in light of Christian beliefs about the worth of the individual.</td>
<td>- God has created a world which provides for people’s needs.</td>
</tr>
<tr>
<td>CL 5.1</td>
<td>Band D</td>
<td>- Students analyse Christian beliefs about the responsibilities of living in relationship with God, self and others.</td>
<td>- The Bible teaches that God invites people to have a relationship with him because he is their creator and he loves and cares for each person.</td>
</tr>
<tr>
<td>CL 6.1</td>
<td>Band E</td>
<td>- Students evaluate ways God-given structures foster the proper functioning of individual and communal life.</td>
<td>- Christians understand that a healthy self-concept is needed in order to flourish and enrich the wellbeing of one another and their communities.</td>
</tr>
</tbody>
</table>

**God made and loves each person as a special and unique**

**Attributes and features that make each person special and unique**

**God wants to have a relationship with each person**

**God has created a world which provides for people’s needs**

**Bible stories that show God cares (eg, Ruth and Naomi, Jesus and Jairus’s daughter, God lets Adam name the animals, Jesus spends time with children)**

**God gives individuals people they can trust and who care for them**

**In Jesus God demonstrates trustworthiness, love and care of others**

The relationship between God and people

- God creates people (male/female, young/old, Christians/non-Christians, all cultures)
- All people are equal because they are made by God - unique individuals with gifts and talents
- God’s unconditional acceptance of each individual liberates each to relate to others, all the while maintaining his/her self-identity.

People are created in the image of God

- God’s view of people can be significant in shaping a person’s self-concept (eg, ‘God don’t make no junk’)
- People are creative and have free will
- People in community respect one another - their uniqueness and difference
- People’s rights are for living in community
- There are broken communities because people are sinful
- God forgives people who fail in community
- People live out in relationship with others

Christianity involves an active relationship with God

- The Christian life is not without its struggles
- God’s will for people’s lives is opposed to selfish desires and wants
- Christians are both saint and sinner
- God intended that relationships be of mutual benefit to human beings
- Humans are not capable of living in perfect relationships
- Causes and consequences of personal and interpersonal conflict and strategies for dealing with conflict in a variety of situations (eg, depression, suicide, family breakdown, anorexia/bulimia, substance abuse)

Forgiveness

- God offers forgiveness and healing to all people when failure is experienced in relationships
- God empowers people to forgive each other
- Jesus came to restore the broken relationship between human beings and God and at the same time to redeem all human relationships
- There are various relationships or connections between human beings - such as physical, emotional, spiritual, sexual or social - all with their own unique responsibilities, challenges and benefits

- a Christian is both saint and sinner
- individuals need laws and structures in society
- belief about self is an important determinant of identity
- ‘God’s esteem (value) for each individual person is shown in Jesus’ teaching and actions
- people are created in and for community/relationships
- importance of confession, repentance and renewal
- God works in and through structures to fulfill his will - marriage, family, government, social order
- protection of individual and community life
- preservation of peace and good order
- God works through the Law
- protects all of life
- points to human failure
- guidance for Christian life
- Gospel
- Jesus’ teaching on love and forgiveness
- re-creation
- renewal
- Jesus’ interpretation of commandments and structures (eg, family, government, personal conflict)
- Factors influencing individuals and community life
- sexuality, work, gender roles, money, possessions, social codes, fashion, use of time
- technological and medical advances, racism/sexiism/disability, radical individualism, consumerism, economic/political structures and systems
express that they are unique through a variety of mediums
share their thoughts on God’s relationship with people (eg, draw, scribe their thoughts, tape an interview of their thoughts)
listen to Bible stories relating to God’s love and reflect on their understanding
identify experiences of friendship, love and care
identify the many ways people care for them
name people who love them and discuss how this love is expressed in their life
begin to explore the concept of trusting relationships
compare experiences of fear and trust
participate in trust activities
identify ways people believe God cares for them

describe how God has created people with similarities and differences between individuals (eg, gender, ethnicity)
create a picture of how God sees uniqueness in his creation
list similarities and differences between human beings and animals
discuss what being special means for them
investigate Bible stories of the friendship God initiates with people
investigate ways people express their relationship with God
retell stories of friendship that illustrate the biblical teaching on healthy relationships
describe the aspects of friendship that make them feel good about themselves
identify actions which demonstrate love and respect in personal relationships
explore pictures the Bible uses to help people relate to God
identify people who are important to them and record their understanding of the importance of other people in their lives
reflect on and demonstrate ways people show love and care for others
express God’s gift of people through the arts (eg, mural)
share stories that illustrate God’s love and reflect on ways people can show love to others

examine themselves and reflect on how they can use their gifts and talents to build community in the school, family and wider community
use Bible passages and stories to examine the Christian belief that all people are equal
share information about roles and responsibilities of living in families, including God’s family
list and compare the characteristics and roles of people in different types of communities (eg, family, school, sporting team)
collate information from Bible stories about ways people use their talents and abilities to care for others
explore stories of Jesus interacting with outcasts in his community and identify how he helped to restore them to their community
reflect on the ability to make choices as a gift from God and what this means for living in community
investigate the Christian belief that social structures and authority are given by God for the welfare of people and give examples
investigate the Christian belief that love and forgiveness are the basis for positive relationships and healthy communities
describe what the Bible says about the way God wants people to live and the reasons he created family
present the findings of an investigation of Bible passages dealing with the concept that ‘all people are precious to God’
reflect on the ways Christians respond to God’s love for each person
respond to the concept of living in community through the arts
create a code of conduct for living in community in the classroom

gather information on the gifts and abilities they possess, using surveys, personality tests, questionnaires, and reflect on how this contributes to their self-concept and the ways in which they could use their gifts and abilities to help others
identify how artists and musicians have responded to God (eg, Michelangelo and the Sistine Chapel)
retell the parable of the talents (Matthew 25:14–30) using a modern context and record the message in the story
classify people’s roles in life (family, work, social) and analyse the way they serve others through these roles (eg, father, worker, club secretary)
investigate media portrayals of the ‘ideal’ pre-teen – interests, looks – and critique from a variety of stakeholder perspectives
explore the difference between ‘knowing self’ and ‘self-centredness’
identify research the people who influenced/challenged Jesus (and how he responded) and evaluate his responses
visually map interactions with others and the impact on ‘me’ over a specified period of time, then focus on what they have learned about themselves
identify ways an individual can make judgments about how other people can influence them and find support from various sources
explain how the ten commandments promote self-identity
present a code of conduct that will enable students to relate to God

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: Christians are called to love and serve all people

<table>
<thead>
<tr>
<th>Beginning</th>
<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><strong>CL 1.2</strong></td>
<td>Children hear stories about God's helpers and discuss ways they are helped and can help others.</td>
<td><strong>CL 2.2</strong></td>
<td>Students gather information about how God helps all people and describe how God equips people to help others.</td>
<td><strong>CL 3.2</strong></td>
<td>Students investigate and analyse how God motivates, equips and uses Christians to serve others.</td>
</tr>
</tbody>
</table>

### Bible Teaching

- **Jesus teaching on love, forgiveness and service**:
  - “Jesus taught love, forgiveness and service as the basis for a serving attitude.”
  - “Jesus is the example of love and service.”
  - “Jesus taught that love and service are not just for some, but for all people.”

- **Christian teaching on love, forgiveness and service**:
  - “Christian teaching helps us understand how we can love and serve others.”
  - “Christian teaching shows us how to live a sanctified life.”
  - “Christian teaching provides a way for us to transform community living.”

- **Christian service**:
  - “Christian service happens in the context of relationship with God and others.”
  - “Christian service is total giving.”
  - “Christian service is a way for us to show our love and respect.”

### Christian Disciples

- **Christian disciples**:
  - “Christian disciples learn from Jesus about discipleship.”
  - “Christian disciples live by the law of love.”
  - “Christian disciples obey and serve God by using their gifts to help others.”

### Christian Living

- **Christian living**:
  - “Christian living is a way for us to grow in our faith and knowledge of God’s love.”
  - “Christian living helps us understand how we can love and serve others.”
  - “Christian living is a way for us to transform community living.”

### Christian Service

- **Christian service**:
  - “Christian service is a way for us to show our love and respect.”
  - “Christian service is a way for us to transform community living.”
  - “Christian service is a way for us to show our love and respect.”

### Christian Vocation

- **Christian vocation**:
  - “Christian vocation is a way for us to show our love and respect.”
  - “Christian vocation is a way for us to transform community living.”
  - “Christian vocation is a way for us to show our love and respect.”

### Bible Teaching

- **Bible teaching on relating to others**:
  - “Bible teaching helps us understand how we can love and serve others.”
  - “Bible teaching shows us how to live a sanctified life.”
  - “Bible teaching provides a way for us to transform community living.”

### Christian Disciples

- **Christian disciples**:
  - “Christian disciples learn from Jesus about discipleship.”
  - “Christian disciples live by the law of love.”
  - “Christian disciples obey and serve God by using their gifts to help others.”

### Christian Living

- **Christian living**:
  - “Christian living is a way for us to grow in our faith and knowledge of God’s love.”
  - “Christian living helps us understand how we can love and serve others.”
  - “Christian living is a way for us to transform community living.”

### Christian Service

- **Christian service**:
  - “Christian service is a way for us to show our love and respect.”
  - “Christian service is a way for us to transform community living.”
  - “Christian service is a way for us to show our love and respect.”

### Christian Vocation

- **Christian vocation**:
  - “Christian vocation is a way for us to show our love and respect.”
  - “Christian vocation is a way for us to transform community living.”
  - “Christian vocation is a way for us to show our love and respect.”

### Bible Teaching

- **Bible teaching on relating to others**:
  - “Bible teaching helps us understand how we can love and serve others.”
  - “Bible teaching shows us how to live a sanctified life.”
  - “Bible teaching provides a way for us to transform community living.”
• use a variety of ways to retell the stories of Jesus helping and being a friend to others
• model cooperation and consideration to others (eg, willingly take turns using puppets, finger plays)
• brainstorm ways friends help each other
• participate in a group discussion about what it means to be a friend
• participate in games focusing on the giving of positive comments
• contribute as a group member to develop a list of acceptable behaviours for the group
• listen to Bible stories about Jesus’ disciples and discuss ways they helped Jesus
• role play the ways they see adults helping others
• use problem-solving skills to help others
• participate in a service activity (eg, visit an old-age facility, picking up rubbish)
• re-enact stories from the Bible which show how Jesus cared for and treated others with love
• participate in a project to support people in the community who need care
• identify and describe how they can use their unique characteristics and abilities to help others in the context of family and school communities
• list the different roles people play in life, identify the care and help they provide others and list the qualities they need
• discuss how the gifts of the Spirit equip people to express their care for others
• research social structures that God has provided to care for people and consider their personal role in these structures
• investigate and report on how Jesus’ disciples continued his work of sharing God’s love and consider their role in these structures
• identify situations in which people tell others about Jesus in the world today
• discuss and reflect on ways Jesus loved and cared for others
• report on ways they help out in the family
• examine common rules and describe how they support positive relationships
• explore and report on the concept of discipleship through an investigation of Jesus’ work
• compile profiles of different people who have been God’s messengers, showing the link between motivation and action
• identify the fruit of the Spirit and explain how they equip Christians to serve others
• describe how Christians throughout history have been inspired and guided by the Holy Spirit to serve
• report on the outcomes resulting from a life of obedience and/or disobediences in the lives of biblical characters
• discuss the various ways people love their neighbour, and show the link with God’s guidelines and rules
• investigate and document the service given by missionaries to people and their role in these structures
• explore and show the many ways Christians serve God and people in all dimensions of life
• participate in service activities linked to local congregations/community
• present the range of responses different people had to Jesus’ acts of service
• compare the mission statements of various Christian service organisations to consider biblical basis and motivation for service
• analyze Jesus’ response to unjust treatment of others
• identify people who are treated unjustly in the local and global community
• identify and document the service given by missionaries to people and their role in these structures
• suggest ways famous and other people have used their gifts and abilities to serve others and consider how God uses all people to serve
• research the mission and various agencies of the Lutheran church and make connections with Christian beliefs about service and discipleship (eg, missions, aged-care, Lutheran Community Care)
• examine and report on various Lutheran institutions and their role within the community (eg, Australian Lutheran World Service, Lutheran Community Care)
• investigate and present information about the work and motivation of Christians and Christian service organisations
• describe and compare Christian love with societal views of love
• research and report on the challenge of Christian discipleship for people today
• explain, providing examples, the concept that being a disciple of Jesus requires a total commitment
• investigate Christians’ experience of the transforming work of the Holy Spirit in their lives and describe the changes in their lives
• research the importance of a sense of vocation in the lives of Christians and compare this with the concept of vocation for non-Christians
• reflect on how the events of life and attitudes towards work and service shape the sense of direction and purpose in life
• illustrate how a Christian with a desire to serve others might formulate ways to respond to the needs of others
• compare and contrast the purpose and direction in life expressed in the lives of Christians and non-Christians and construct a mission statement that outlines a person’s values, beliefs and purpose in life
• propose ways they can create a supportive environment in the classroom that reflects a Christian view of service
• explain Christian understandings of vocation and analyse them in relation to their own lives and others
• identify needs, design and implement an action plan to serve the needs of others
• use information from print, electronic sources and biblical text to demonstrate the link between personal choice and its impact on service to others
• examine and report on how some Christian communities (eg, monastic, congregations, schools, families) have endeavoured to live out the challenge to serve
• identify and defend the beliefs and practices that contribute to a healthy environment in which to raise and educate a child
• apply biblical teaching on service to a range of contexts (eg, leadership, career, leisure, friends, partners, dreams/goals, parenting)
• investigate and give reasons Christian teaching on rights and responsibilities challenges and motivates individuals to be actively involved in the community (eg, in the political/economic systems)
• propose changes to the treatment of the marginalised if God’s will is done
• propose a plan of action to value all members of the school in a demonstrable way
• debate the viability of life based on Jesus’ Sermon on the Mount
• report on Christians who have lived out the challenge of costly discipleship

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 3: Christians have a responsibility in and for the world

### Students know... (Knowledge and elaborations)
- Christians believe people are a separate and different creation of God and have a responsibility for the world.
- Christians believe that God has given the world for people’s enjoyment and survival and entrusted people with the care of the world for its survival. This requires a sense of awe, appreciation, foresight and community consciousness so that wise decisions will be made for the good of present and future generations of people and the world.
- God wants humans to enjoy the world and to take charge of and look after the world.
- God equips humans to take care and be responsible for the world - people are accountable for honouring and respecting the natural and built environments.
- Abuse and misuse of the earth.
- People care for the world in many ways.
- God wants people to be responsible caretakers of creation (e.g., improve land quality, preserve endangered species).
- God created all creatures and the environment.
- All that God made is good.

### Learning outcomes

<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><strong>CL 1.3</strong></td>
<td><strong>CL 2.3</strong></td>
<td><strong>CL 3.3</strong></td>
<td><strong>CL 4.3</strong></td>
<td><strong>CL 5.3</strong></td>
</tr>
<tr>
<td>Children discuss their experiences of God’s world and demonstrate how they can care for it.</td>
<td>Students explore and respond to the Christian belief that God has given people responsibility for the world.</td>
<td>Students explore ways Christians interpret and act on their calling as stewards in God’s world.</td>
<td>Students apply principles of Christian stewardship to social, political, environmental and economic issues.</td>
<td>Students critique Christian, individual and community responses to the needs of the world and define a personal position.</td>
</tr>
</tbody>
</table>

### Beliefs and Actions
- **Responsibility to the global community**
  - Christians strive to establish and maintain peace and justice for all.
  - Social justice issues in the global community (e.g., refugees, common wealth for common good, globalisation, political and religious oppression, access to health, treatment of Indigenous communities, war, weapons of mass destruction,).
  - Christian social action may move beyond secular law.
  - The gospel as a means for bringing peace and justice to a broken world.
  - Equity in the workplace, social structures, home, relationship between justice and peace.
  - Beliefs and actions have consequences (positive and/or negative) for the community as a whole.
- **Stewardship in the local community**
  - Rights and responsibilities in the community.
  - Christian stewardship: appointed by God to serve the interests of his created world.
  - Managers not owners, servant role.
  - Values for living, choices for action.
  - Trustworthiness, applying wisdom.
  - Community consciousness.
  - Stewardship in the local community.
- **Responsibility to care for the world**
  - God wants humans to enjoy the world and to take charge of and look after the world.
  - People care for the world in different ways.
- **Responsibility to respond to injustices**
  - Personal justice.
  - Justice in and for community.
  - People care for the world in many ways.
  - God wants people to be responsible caretakers of creation (e.g., improve land quality, preserve endangered species).
- **Care for the environment**
  - Poverty, equality, gender, ethnic issues.
  - People care for the world in different ways.
  - God wants people to be responsible caretakers of creation (e.g., improve land quality, preserve endangered species).
  - People care for the world in different ways.
  - God wants people to be responsible caretakers of creation (e.g., improve land quality, preserve endangered species).
  - People care for the world in different ways.

### Examples of Christians who have worked to liberate others from suffering as a direct result of human sin and folly
- Bible’s teaching on stewardship of creation.
- Examples of Christians who have worked to liberate others from suffering as a direct result of human sin and folly.
- God continues to create new life and to bring hope and life where there is darkness.
- It is living the gospel message.
Children discuss their experiences of:

- investigating and describing ways in which people care for the environment (e.g. disposing of their rubbish, recycling used materials, sick wildlife)
- demonstrating the care of pets and other creatures
- commenting on science experiments that explore the wonders of God's world
- participating in games and activities to practise ways to care for God's world
- contributing to the establishment and care of a garden
- talking about how people look after creatures and their pets

Students apply principles of Christian stewardship views the world and its people:

- believing that God has given the words to action. God's continued love and care for the world today and how people play a part in maintaining God's creation
- identifying and comparing what motivates environmental groups to take care of the environment
- investigating existing community projects that reflect Christian stewardship of the earth and its people
- list areas of need in the world and suggest ways the world could be met
- developing an action plan to take care of people in need of the environment (e.g. collecting food for homeless, organising recycling programs)
- discussing and reacting to Indigenous issues (e.g. saying sorry to Indigenous peoples for the way they have been treated in the past, the Stolen Generation, removal from land)
- formulating and presenting procedures for helping refugees and other marginalised people based on compassion and justice (e.g. design a manual for the Immigration Department)
- role playing to investigate and present findings on Jesus' teaching about social justice (e.g. modernise a Bible story)
- comparing and analyse profiles of advantaged and disadvantaged groups in the world
- developing and implementing a school community action plan
- identify and analyse personal experiences or situations that have led to an unjust outcome
- define and elaborate on global injustices in communities and explore ways to maintain peace and justice
- highlighting a social justice issue and use evidence to make an inference as to whether the church has a role within the boundaries of the law
- investigating ways Christians respond to controversial global issues such as the uneven distribution of wealth in the world
- support a community project addressing issues of poverty and oppression
- linkage with 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 the global, short-term and long-term effects and the impact of solutions on people and animals
- apply Jesus' teaching on 'loving our neighbours' to economic and environmental sustainability

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.