### Connections to the Syllabus Content: Planning Support Table

#### Religious Education Learning Statement

Students imagine, investigate and respond to their own and others’ ideas about phenomena in the natural world, sustainable environments and technology* in light of their emerging understandings of Religious texts.  *Including Information Communication and Learning Technologies (ICLT)

<table>
<thead>
<tr>
<th>Planning Suggestions</th>
<th>RE Syllabus Content</th>
<th>Elaborations of RE Syllabus Content</th>
<th>Contexts for Learning</th>
</tr>
</thead>
</table>
| **a)** generate and discuss ideas and plans and solve problems inspired by Religious texts | • Bible stories can be reflected upon and interpreted for early learners to gain an introductory understanding. (S42)  
• Faith is a gift from God through which one trusts in God’s care. (B5)  
• Prayer brings us close to God. (C17)  
• God is love. (B12)  
• We can pray at any time. (C37)  
• Jesus prayed to God with great love and trust. (C38)  
• The Paschal Mystery – Jesus’ life, death and resurrection, are essential to the Church. The Church believes that God’s kingdom extends beyond this life. (B52) | **Students, with support, know:**  
• Scripture that explores and discusses plans and problems e.g. the Lost Coin (Lk 15:8-10), The Lost Sheep (Lk 15:1-7), The Lost Son (Lk 15:11-32)  
• Jesus prayed frequently especially when he faced problems and important decisions  
• believers trust and have faith in God  
• God always loves  
• everyone faces problems  
• people can help each other in hard times  
• we can thank God and celebrate happy times  
• Jesus is with us when we are afraid  
• Christians believe there is life after death | **Play:** Solve problems through playing out scenarios in biblical stories.  
**Focused Teaching and Learning:** Identify problems and solutions in biblical stories.  
**Real Life:** Identify and discuss problems, plans and solutions in real-life stories.  
**Routines & Transitions:** Invite students to use A problem a day activities.  
**Investigation:** Draw plans to solve problems in biblical stories. |
| **b)** explore, investigate and communicate their own understandings of the wonder and mystery of creation | • God is the creator and sustainer of the world. God created the world out of love and goodness. (B2)  
• God has a purpose in creating everything. (M1)  
• God’s presence is revealed in all creation. (B2)  
• The mystery of God is beyond language, concepts and stories. (B20)  
• The Holy Spirit is active in the world leading people to God. (B13)  
• The Bible has many images of God and Jesus e.g. creator & teacher. (S8) | **God created the world and all of God’s creation is good.**  
**God has a plan for creation**  
**God is everywhere**  
**the Spirit of God is everywhere**  
**some images of God and Jesus from Bible stories** | **Play:** Explore the wonders of creation through outdoor play.  
**Focused Teaching and Learning:** Expand understandings of the wonder and awe of God’s creation through photographs.  
**Real Life:** Discover and discuss mysteries and wonders in creation.  
**Routines & Transitions:** Play nature sounds during transition times.  
**Investigation:** Explore the wonders of creation through the digital microscope. |
| **c)** explore and investigate sustainable futures and ways of being co-creators | • Human beings are called to respect and be stewards of God’s creation. (B1)  
• All creatures are interdependent and men and women are created for community and share God’s creation. (B3)  
• Respect for all life is a teaching that is central to God’s moral law. (M22) | **people must care for God’s creation**  
**all living things need one another**  
**God’s creation is shared with all living things**  
**all life must be respected** | **Play:** Role play ways to be carers of creation.  
**Focused Teaching and Learning:** Explore and discuss new ways of being a co-creator.  
**Real Life:** Care for real animals and plants.  
**Routines & Transitions:** Explore and perform the daily routines of care for a class pet.  
**Investigation:** Discover new ways to be co-creators. |
| **d)** design and create multi-modal expressions of the meaning of Religious texts | • God created men and women to live in community and to share in God’s creative work. (B3)  
• The mystery of God is beyond language, concepts and stories. (B20)  
• Sacred art reflects God’s goodness and truth. (C52)  
• Scientific and technological advances can benefit society. (M45) | **all people are part of God’s ongoing creation**  
**there are many mysteries in life and people express this mystery in different ways**  
**multimedia is used to reflect God’s goodness and truth**  
**scientific and technological advances can benefit society** | **Play:** Talk with others as they engage in self-directed, teacher supported play involving the use of a range of digital resources.  
**Focused Teaching and Learning:** Create a page in PowerPoint or Word about people’s co-creative work in God’s creation.  
**Real Life:** Use the internet with teacher direction to explore diverse cultures and natural environments.  
**Routines and Transitions:** Create a photo story about the routines in their classrooms e.g. prayer time.  
**Investigation:** Use digital pictures to create mystery pictures. |
| **e)** discuss and respond to the features of their personal and others’ representations, experiences and artistic works, inspired by Religious texts. | • People use their gifts and talents in the service of others. (M43) | **people use gifts and talents to help others**  
**all people have special gifts and talents.** | **Play:** Use and play with diverse art materials.  
**Focused Teaching and Learning:** Discover artistic ways to express the wonders of creation.  
**Real Life:** Use the beauty of natural environments as the stimulus for Religious art.  
**Routines and Transitions:** Learn ways to commend each others’ artistic talents.  
**Investigation:** Use digital images for Religious art. |