

Curriculum resources that support multifaith inclusion

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These curriculum resources support understanding of religious practices and beliefs, providing guidance and strategies to address the [Intercultural Understanding General Capability](#).

Human Society and its Environment (HSIE)

History

Significance of Time – Stage 1, K-6

Students identify how community, cultural, religious or social celebrations and commemorations held in Australia contribute to a shared sense of identity.

[Significance of Time](#)

Using picture books for intercultural understanding – K-10

This 34-page PDF document provides teachers with recommendations for picture books, fiction and non-fiction books, websites and primary sources. For each recommendation, teachers are

provided with a synopsis, connection to Geography or History content, and suggestions about how to engage with the text to build intercultural understanding.

[Using picture books for intercultural understanding](#)

Celebrations and Commemorations – Stage 2, K-10

Students investigate global and Australian celebrations or commemorations, exploring their origins and significance. They brainstorm and display important days they observe, discussing their relevance (e.g., birthdays, ANZAC Day, NAIDOC Week). In pairs, students research a chosen celebration, commemoration, symbol, or emblem and present their findings creatively through an infographic or poster, such as on the Chinese Moon Festival, Bastille Day, or Diwali. Note: History 2012 syllabus.

[Celebrations and Commemorations](#)

Further History curriculum resources

[My Family and other Families](#) – Early Stage 1 students examine two photographs; one is a formal portrait of a family and other shows a family celebrating Christmas. Students are asked, “How are the families different? How are the families similar?” They consider aspects such as the number of adults or children and the members of each family.

[A conceptual approach to history for small schools](#) – Early Stage 1 to Stage 3, K-6. This supplementary document supports small schools implementing History K-6 by providing connections between concepts, content and associated resources such as literature and picture books.

[Change and Continuity, Community, People](#) – Stage 2 students examine the role that people of diverse cultural backgrounds have played in the development and character of the local community through a guided inquiry.

[Depth study 3 – The Asian world \(China\)](#) – Stage 4, K-10. This document supports the teaching and learning of the ancient Asian society of China in depth. It includes reference to Ancient Chinese religion and religious practices.

[Joan of Arc Lesson Sequence](#) – Stage 4 lessons where, students will learn about Joan of Arc as a significant individual in the Medieval period in conflict with religious authorities. They will revisit the previous week’s learning about William the Conqueror and Saladin and understand that there are different perspectives on the three personalities.

[Saladin Lesson Plan](#) – Stage 4 lessons where, students will explore significant individuals in the Medieval period, focusing on the Bayeux Tapestry, William the Conqueror and Saladin. They will examine the actions of each individual and make a judgement about their role in history, considering Saladin in terms of his role as a military and religious leader.

[Ancient History – Core – Cities of Vesuvius](#) – Stage 6 resource presents evidence from a range of sources, including site layout, streetscapes, public and private buildings, ancient writers, official inscriptions, graffiti, wall paintings, statues, mosaics, human, animal and plant remains from Pompeii and Herculaneum. It addresses relevant topics, such as religion, household gods, temples, foreign cults and tombs.

[Ancient Personalities in their time](#) – Stage 6 Ancient History resource enables students develop an understanding of one ancient personality in the context of their time, by using a range of archaeological and written sources, as well as relevant historiographical issues.

[Ancient History Case Study – Teotihuacan](#) – Stage 6 learning sequence with an assessment task to support you when teaching aspects from ‘Investigating Ancient History’ within the case study ‘Teotihuacan’. The sequence focuses on the question ‘How important was religion to the people of Teotihuacan?’.

[Terminology in history](#) – Early Stage 1 to Stage 5, K-10, is a table containing the following headings: Stage, Historical Concepts, Historical Inquiry Skills, Historical Terms, Syllabus Topics.

Geography

Geography – Australia’s neighbours – Stage 2, K-10

Students explore the Asia-Pacific region before choosing a country as a case study. They investigate natural and human features, as well as similarities and differences to Australia. Languages, daily life, cultural, and religious practices may be explored.

[Australia's neighbours](#)

Guide to using picture books in Geography – K-10

This 62-page document provides teachers with recommendations of picture books, fiction and nonfiction books, websites, and primary sources. For each recommendation, teachers receive a synopsis, connection to geography content, concepts and, skills and suggestions about how to engage with books to build geographical knowledge through high-quality selected texts.

[Guide to using picture books in Geography K-10](#)

Further Geography curriculum resources

[Picture books for learning across the curriculum in HSIE K-10 Asia and Australia's engagement with Asia](#) – This 58-page teacher resource suggests picture books to support the cross-curriculum priority of Asia and Australia's engagement with Asia, as well as the general capabilities of intercultural understanding, and difference and diversity within the context of Human Society and its Environment (HSIE). Note: History and geography included.

[Asia and Australia's engagement with Asia – Learning across the curriculum: Cross-Curriculum priorities teacher resource K-10](#) – This 42-page document provides a continuum for Asia and Australia's engagement with Asia, linking the Australian Curriculum organising ideas for the cross-curriculum priority to the content of the NSW syllabuses for history and geography. Snapshots of learning are included to provide teachers with specific examples of how to incorporate this priority in history and geography. Note: History and geography included.

Religion

Studies of religion HSC revision resource – Stage 6

Resource with the focus of this study is religious expression in Australia's multicultural and multifaith society since 1945. The study includes an appreciation of Aboriginal spiritualities and their contributions to the broader religious landscape in Australia.

[Studies of Religion HS revision resource](#)

English

Important Family Events – Early Stage 1, K-10

All I Want for Christmas is Rain - Students will consider how personal context can influence their experiences of the world. They will consider how context can inform a character's motivations and feelings. Students will create a range of descriptive texts that represent their own context, culture, settings, motivations, and feelings.

[Early Stage 1 Unit 16 – Important Family Events](#)

Early Childhood Learning

The Early Years Learning Framework – on-demand professional learning

This 2.5-hour MyPL course supports public preschool leaders, teachers and educators to understand and examine the interrelated elements of the Early Years Learning Framework (EYLF). It provides guidance and examples of practice for the principle of 'respect for diversity' and the pedagogical practice of 'cultural responsiveness'. The course guides teachers to develop educational programs that support children to have a strong sense of identity and to be connected with and contribute to their world.

Access the course in MyPL – [The Early Years Learning Framework](#).

Resources

- [Engaging your school community in curriculum](#)
- [Anti-bullying interventions in schools – what works?](#)
- [Establishing communities of practice](#)
- [Positive Behaviour for Learning](#)
- [Whole school behaviour support resources](#)
- [Classroom management: Creating and maintaining positive learning environments](#)
- [Parent and Carer Engagement Framework](#)
- [Information for teachers about racist bullying](#)