



SPARROWS HI CURRICULUM

Creation Care, Science & Stewardship

PURPOSE

The purpose of this framework is to help students delight in God's creation, understand the value of scientific inquiry and embrace their calling as faithful stewards of the world God has made.

Students are encouraged to see creation as a gift that reveals God's wisdom, power and generosity, and science as one means of exploring and understanding that gift.

PHILOSOPHY

Scripture begins with the declaration: "In the beginning, God created..."

Creation is not an accident. It is the intentional work of a wise and loving Creator.

Because the world is orderly and meaningful, Christians have long engaged in observation, investigation and scientific discovery.

Learning about creation should lead students towards greater wonder, gratitude and stewardship.

GRADUATE OUTCOME

By graduation, students should:

- understand the biblical theology of creation;
- appreciate the relationship between faith and scientific investigation;
- practise responsible environmental stewardship;
- think critically about scientific claims;
- recognise the contributions of Christians to science;
- approach areas of scientific debate with humility and discernment;
- delight in the beauty and complexity of God's world.

CREATION

Students explore:

- God as Creator;
- the goodness of creation;
- humanity as image-bearers;
- stewardship;
- work within creation;
- the effects of the Fall;
- hope for the renewal of creation.

Creation is understood as both a gift and a responsibility.

WONDER

Students are encouraged to cultivate curiosity. Learning begins with questions such as:

- Why does this exist?
- How does it work?
- What does it reveal about God's wisdom?

- How should we care for it?

Wonder is recognised as an important starting point for both worship and learning.

SCIENCE AS EXPLORATION

Students learn that science seeks to understand the observable world through careful investigation.

They explore:

- observation;
- hypothesis;
- experimentation;
- evidence;
- peer review;
- humility.

Scientific investigation is presented as a valuable human endeavour that can contribute to the common good.

CHRISTIANS IN SCIENCE

Students discover the lives and work of Christians who made significant contributions to scientific understanding. Examples may include:

- Johannes Kepler;
- Blaise Pascal;
- Robert Boyle;
- Michael Faraday;
- James Clerk Maxwell;
- George Washington Carver;
- Francis Collins;
- Jennifer Wiseman.

Students learn that Christian faith and scientific excellence have often existed together.

STEWARDSHIP OF CREATION

Students explore practical stewardship through:

- reducing waste;
- caring for animals;
- responsible resource use;
- gardening;
- habitat restoration;
- sustainable practices;
- appreciation of biodiversity.

Stewardship is understood as caring faithfully for what belongs to God.

ENVIRONMENTAL RESPONSIBILITY

Students discuss contemporary environmental issues through biblical principles including:

- stewardship;
- justice;
- wisdom;
- responsibility;

- love of neighbour.

Students are encouraged to seek thoughtful, practical responses rather than simplistic solutions.

HUMAN CREATIVITY

Students explore how innovation and technology can contribute to human flourishing. Topics include:

- agriculture;
- medicine;
- engineering;
- conservation;
- design;
- renewable technologies.

Creativity is recognised as one expression of humanity's calling to cultivate creation.

AREAS OF RESPECTFUL DISCUSSION

Students learn that some questions have been understood differently by faithful Christians. These may include:

- the age of the earth;
- interpretations of Genesis 1–2;
- the relationship between scientific theories and biblical interpretation.

Students are encouraged to approach these discussions with humility, careful study and respect for fellow believers.

The emphasis remains on the truths shared by orthodox Christianity.

CARING FOR ANIMALS

Students learn that animals are part of God's good creation. Topics include:

- kindness;
- responsible care;
- agriculture;
- wildlife conservation;
- stewardship.

Students are encouraged to treat animals with compassion and responsibility.

OUTDOOR LEARNING

Students should regularly experience learning in natural environments through:

- bushwalking;
- gardening;
- environmental projects;
- nature observation;
- camping;
- field studies.

Outdoor learning cultivates gratitude, attentiveness and stewardship.

LEARNING PROGRESSION

The program is structured across three stages of secondary education.

Years 7–8	• Curiosity and observation; • appreciation for creation; • simple stewardship practices. • Emphasis: wonder and gratitude.
Years 9–10	• Scientific investigation; • environmental issues; • responsible stewardship; • Christian contributions to science. • Students evaluate scientific questions thoughtfully.
Years 11–12	• Philosophy of science; • ethics; • biotechnology; • environmental responsibility; • vocation in science; • contemporary discussions. • Students integrate scientific understanding with biblical wisdom.

LEARNING EXPERIENCES

Students should participate in:

- gardening;
- environmental restoration projects;
- wildlife observation;
- science investigations;
- visits to farms, laboratories and conservation projects;
- interviews with Christian scientists;
- creation journals.

Learning should connect observation with worship and stewardship.

ASSESSMENT

Growth may be demonstrated through:

- research projects;
- scientific investigations;

- environmental initiatives;
- reflective journals;
- presentations;
- mentoring conversations.

Assessment should value curiosity, integrity and responsible stewardship.

INTEGRATION

This framework supports:

- Christian Worldview;
- Health, Wellbeing & Human Flourishing;
- Vocation, Calling & Work;
- Service & Mission;
- Financial Stewardship & Generosity.

Creation care is understood as an expression of gratitude, stewardship and love for God and neighbour.

OUR PRAYER

We pray that students will delight in the world God has made.

May they become careful observers, thoughtful learners and faithful stewards who use their knowledge and abilities to serve others and glorify the Creator.

May every discovery deepen their wonder, every question increase their humility and every act of stewardship reflect their love for the God who made all things.

"The earth is the Lord's, and everything in it."

Psalm 24:1