



### **What is Christian SRE?**

Special Religious Education (SRE) also known as Scripture, is the time set aside in Public Schools where parents/carers can choose to have their children educated in the faith of their family and cultural background. The NSW Education Act (1990) allows for the local community to make this contribution to public education, via annually approved providers, responsible for authorising age-appropriate lessons, training and authorisation of teachers.

Christian SRE begins with the understanding that we were created by a loving God, who calls us to fullness of life. Children are encouraged to see themselves as God sees them, full of gifts and potential to be a force for immense goodness in our world. As such, Christian SRE, contributes to positive self-image, identity and resilience, forming young people in their understanding of the morals and values from the teaching of Jesus.

The Christian SRE program takes various forms in different schools and regions. In some schools individual denominations provide specific class options (E.g. Anglican, Catholic, Orthodox). In other schools Churches unite their efforts to deliver a common curriculum in combined Christian SRE classes.

### **Who teaches SRE?**

SRE teachers are people from local Christian churches, some are paid, most are volunteers. All SRE teachers have mandatory working with children checks, as well as ongoing training in child protection and classroom management, lesson preparation and the appropriate use of authorised curriculum materials.

### **What is taught?**

Christian SRE teachers follow an authorised curriculum enabling students to question, explore and discover more about their Christian faith by examining the Word of God, church teaching and the faith experience of others. It helps students to grasp what it means to live well, to be in relationship with God and to embrace a life of service of others.

SRE teachers are encouraged to use a variety of teaching activities including writing, craft, small groups, class discussion, songs, drama, storytelling, games and new learning technologies. Every SRE provider must have on their website a link to the outline of the authorised curriculum they use.

### **How do we choose SRE?**

Schools regularly inform parents/carers of available SRE options and a participation letter is included in the enrolment pack. The participation letter informs parents/ carers of the SRE options available and gives parents/carers the choice of which SRE class the student may attend e.g. Anglican, Catholic or Combined Christian SRE. If a parent/carer is unsure or wants an update, they can contact the school directly.

A parent/carer can also alter their choice at any time by sending a note to the school Principal. SRE is all about choice and SRE providers fully support the right of parents/carers to choose any of the SRE options, or non-SRE options, including private supervised study or Special Education in Ethics classes where available.

### Communication

On occasion and with pre-approval from the Principal, teachers may send information home about local church services, annual seasonal celebrations, access to sacramental or church programs, as part of ongoing communication with parents/carers. There are clear processes available at a school level and via SRE providers to enable parents/carers to have dialogue, to ask questions or to make a complaint if they have concerns about SRE.

### Why Choose SRE?

Christian SRE helps students to 'become successful learners, confident and creative individuals, and active and informed citizens. It aids them to 'have a sense of self-worth and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing'.

“  
SRE teachers are making such a significant contribution to our communities. In NSW government schools, the teaching of faith and scripture should be available for parents who want it, underpinned by the principle of parental choice. ”

**The Honourable Prue Car, MP,  
NSW Deputy Premier & Minister  
for Education and Early Learning**

“  
SRE is a strength of our public education system, it benefits student mental health and well-being, provides safe places for students to explore faith and belief and strengthens multiculturalism. ”

**The Honourable Sarah Mitchell, MLC,  
New South Wales Shadow Minister for  
Education & Early Learning.**

The NSW Government published the independent SRE review findings and recommendations in 2017. These highlighted how SRE positively contributes to students' understanding of their cultural heritage, is an avenue for their spiritual care, builds tolerance in schools, promotes multiculturalism, contributes to a well-rounded education, and connects schools with their local community.

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 For regular updates about SRE,  
[facebook.com/christiansrensw](https://facebook.com/christiansrensw)

# Beginning with God

## Scope and sequence

Unit 1	God and his world
<b>Duration</b>	4 lessons
<b>Outcomes</b>	See Appendix 1

Unit 2	A troubled world and God's remedy
<b>Duration</b>	5 lessons
<b>Outcomes</b>	See Appendix 2

Unit 3	Jesus is God's Son and is always with us
<b>Duration</b>	3 lessons
<b>Outcomes</b>	See Appendix 3

Unit 4	Jesus cares for people
<b>Duration</b>	6 lessons
<b>Outcomes</b>	See Appendix 4

Unit 5	Responding to Jesus and God
<b>Duration</b>	5 lessons
<b>Outcomes</b>	See Appendix 5

Unit 6	People in God's unfolding plan
<b>Duration</b>	12 lessons
<b>Outcomes</b>	See Appendix 6

Unit 7	God's plan fulfilled
<b>Duration</b>	5 lessons
<b>Outcomes</b>	See Appendix 7

## Appendix 1

### Aims and outcomes for *Beginning with God*—Unit 1

Lesson	Aim	Outcomes—Students will:	Bible reference
1	To introduce the students to their teacher, the Bible and God.	<ul style="list-style-type: none"><li>• know their teacher's name</li><li>• understand that they can learn about God from the Bible</li><li>• begin to appreciate that they can know God, and that God loves each one of us.</li></ul>	Psalm 57:8–10a
2	To explore what the Bible says about how God made the world and God's description of his world as good.	<ul style="list-style-type: none"><li>• hear from the Bible that God made the world and everything in it</li><li>• be able to list some of the good things God made</li><li>• reflect on the magnitude of God's creation.</li></ul>	Genesis 1:1–25
3	To help students to understand from the Bible that God made people to be his friends.	<ul style="list-style-type: none"><li>• state that the Bible tells us that God made people</li><li>• understand that God created people to be friends with him</li><li>• learn to see that people today can become friends with God.</li></ul>	Genesis 1:26— 2:25
4	To help students appreciate from the Bible that God loves and cares for everything he has made.	<ul style="list-style-type: none"><li>• learn how the Bible explains that the good things we see, eat and have in our lives come from God</li><li>• think about ways in which God shows his love and care for the things he has made</li><li>• begin to appreciate that God's love for people is much greater than anyone can understand.</li></ul>	Psalm 145:3, 8b–9

## Appendix 2

### Aims and outcomes for *Beginning with God*—Unit 2

Lesson	Aim	Outcomes—Students will:	Bible reference
5	To help students understand from the Bible how friendship with God is spoiled by wrong choices and how God responds by making peace with people.	<ul style="list-style-type: none"> <li>• be reminded from the Bible that Adam and Eve were created to live as God's friends</li> <li>• understand how Adam and Eve's wrong choice spoiled their friendship with God</li> <li>• begin to recognise that people today also do wrong, but God still works to make peace with them.</li> </ul>	Genesis 3
6	To help students to appreciate God's reason for sending his Son, Jesus: to make peace between himself and people.	<ul style="list-style-type: none"> <li>• recall from the Bible that Adam and Eve had to leave the Garden of Eden because they made a wrong choice and disobeyed God</li> <li>• appreciate that God sent his Son, Jesus, to make peace with people</li> <li>• grow in their understanding of God's love for all people and that he invites them to be his friend.</li> </ul>	Luke 1:26–33; 2:1–20, 40, 52
7	To help students understand from the Bible that Jesus told people about God.	<ul style="list-style-type: none"> <li>• be able to state that Jesus taught people many things about God</li> <li>• be able to say one thing that Jesus taught about God</li> <li>• begin to grasp what Jesus' teachings about God mean for people today.</li> </ul>	Matthew 9:35–38; Mark 1:14–20; 4:1–2
8	To show students from the Bible that Jesus' death and resurrection was the central part of God's plan to make peace with people.	<ul style="list-style-type: none"> <li>• learn that Jesus was welcomed into Jerusalem, then later died</li> <li>• understand that while Jesus' death was surprising and sad for his friends, the Bible shows that it was part of God's plan to make peace with people</li> <li>• learn that Jesus was made alive again by God.</li> </ul>	Luke 23; John 12:12–19; 18
9	To help students understand from the Bible that God made Jesus alive again.	<ul style="list-style-type: none"> <li>• recall the story of Jesus' death</li> <li>• learn that God made Jesus alive again</li> <li>• understand from the Bible that God has power over all things, including death</li> <li>• appreciate that Jesus died so people can be friends with God, and that he is the powerful Son of God.</li> </ul>	Luke 24:1–12

### Appendix 3

#### Aims and outcomes for *Beginning with God*—Unit 3

Lesson	Aim	Outcomes—Students will:	Bible reference
10	To develop students' understanding from the Bible of Jesus' resurrection as real and physical.	<ul style="list-style-type: none"><li>• understand from the Bible that the risen Jesus was really alive</li><li>• recognise how Jesus met and spoke with people after he had risen</li><li>• begin to grasp the truth of these extraordinary events.</li></ul>	Luke 24:13–35
11	To help students to understand from the Bible that Jesus' friends are never alone because God, the Holy Spirit, is with them.	<ul style="list-style-type: none"><li>• hear from the Bible how Jesus returned to heaven and then sent his Holy Spirit to be with his people</li><li>• learn about what it was like for Jesus' friends to have the Holy Spirit</li><li>• appreciate that when people today trust Jesus, his Holy Spirit also lives with them.</li></ul>	Acts 1:7–11; 2:1–13
12	To help students appreciate that the Bible teaches that Jesus' friends will live with him forever.	<ul style="list-style-type: none"><li>• learn how God will make everything new</li><li>• imagine being together with God and Jesus forever with no sadness</li><li>• be encouraged to look forward to God's new heaven and earth.</li></ul>	Revelation 21:1–7, 23–27

## Appendix 4

### Aims and outcomes for *Beginning with God*—Unit 4

Lesson	Aim	Outcomes—Students will:	Bible reference
13	To help students develop an understanding from the Bible that Jesus is God's Son and has God's power.	<ul style="list-style-type: none"> <li>• understand from the Bible that Jesus has God's power because he is God's Son</li> <li>• learn how Peter became a follower of Jesus</li> <li>• understand what it's like for Christians today to follow Jesus.</li> </ul>	Luke 5:1–11
14	To help students appreciate from the Bible that Jesus' love for people shows us God's love.	<ul style="list-style-type: none"> <li>• know about Jesus' visit to the synagogue and Peter's house</li> <li>• recognise that Jesus cares about people more than anything else</li> <li>• begin to grasp from the Bible that they are deeply loved by Jesus and God.</li> </ul>	Mark 1:21–22, 29–31
15	To help students appreciate from the Bible that Jesus was able to help people because he is the powerful Son of God and has God's power.	<ul style="list-style-type: none"> <li>• recall how Jesus fed a huge crowd of people</li> <li>• understand that Jesus wanted to help people</li> <li>• reflect on what this Bible story tells them about Jesus.</li> </ul>	John 6:1–14
16	To help students understand that Jesus, God's Son, has the power to give life.	<ul style="list-style-type: none"> <li>• learn how Jesus raised Lazarus from death</li> <li>• be amazed that Jesus can give life</li> <li>• begin to grasp that Jesus has all of God's power.</li> </ul>	John 11:1–44
17	To help students understand how the Bible shows that Jesus cares for and values children.	<ul style="list-style-type: none"> <li>• be able to retell the story of Jesus welcoming the children</li> <li>• understand how much Jesus values children</li> <li>• begin to appreciate their own worth in God's eyes.</li> </ul>	Mark 10:13–16
18	To explore further how the Bible shows that Jesus cares for people, even those who others see as 'outcasts'.	<ul style="list-style-type: none"> <li>• act out the story of how Jesus healed Bartimaeus of his blindness</li> <li>• understand how the Bible shows that Jesus' love reaches out to everyone</li> <li>• appreciate how different Jesus is to anyone else.</li> </ul>	Mark 10:46–52

## Appendix 5

### Aims and outcomes for *Beginning with God*—Unit 5

Lesson	Aim	Outcomes—Students will:	Bible reference
19	To help students appreciate how the Bible shows that Jesus wants people to get to know him.	<ul style="list-style-type: none"> <li>• compare Mary and Martha’s responses to Jesus</li> <li>• say what Jesus thought about Mary and Martha’s responses</li> <li>• discuss ways they could get to know Jesus more.</li> </ul>	Luke 10:38–42
20	To show students from the Bible how Jesus helps people to change when they know him.	<ul style="list-style-type: none"> <li>• understand why people did not like Zacchaeus</li> <li>• be able to say what Zacchaeus did when he met Jesus</li> <li>• appreciate that Jesus can change lives.</li> </ul>	Luke 19:1–10
21	To encourage students to think more about God’s love and how people can respond to it.	<ul style="list-style-type: none"> <li>• know the story of the loving father and son who returned</li> <li>• make the connection between God and the father in the story</li> <li>• consider how people can respond to God’s love.</li> </ul>	Luke 15:11–24
22	To explore how and why people pray to God.	<ul style="list-style-type: none"> <li>• learn how Jesus taught his friends to pray</li> <li>• understand that God wants people to pray to him</li> <li>• begin to value prayer as a response to God’s love.</li> </ul>	Luke 11:1–13
23	To help students understand from the Bible that loving God means we must love others even when it is hard to do so.	<ul style="list-style-type: none"> <li>• participate dramatically in the story of the good Samaritan</li> <li>• discuss ways to show love to the people they know</li> <li>• grasp why Christians believe that if we love God, we must also love others even when it is hard to do so.</li> </ul>	Luke 10:25–37



## Appendix 6

### Aims and outcomes for *Beginning with God*—Unit 6

Lesson	Aim	Outcomes—Students will:	Bible reference
24	To foster an understanding from the Bible that God promised to help his people.	<ul style="list-style-type: none"> <li>• learn about the promises God made to Abraham</li> <li>• recall how God promised to help his people and understand that it took time for God to fulfil his promises</li> <li>• appreciate that God’s promises are special and important.</li> </ul>	Genesis 12–15
25	To encourage students to appreciate how the Bible shows that God keeps every promise he makes.	<ul style="list-style-type: none"> <li>• recall the promises God made to Abraham</li> <li>• discuss how they feel when a promise is kept or broken</li> <li>• confidently know from the Bible that God always keeps his promises.</li> </ul>	Genesis 17:17–22; 18; 21:1–7
26	To explore Joseph’s role in God’s unchanging plan.	<ul style="list-style-type: none"> <li>• be introduced to Joseph and some of Abraham’s other descendants</li> <li>• understand Joseph’s important role in saving Abraham’s family</li> <li>• begin to grasp how people like Abraham and Joseph are part of God’s greater plan to make peace with people.</li> </ul>	Genesis 37; 45
27	To help students to appreciate from the Bible that God saved baby Moses for a great purpose.	<ul style="list-style-type: none"> <li>• hear about Moses and Abraham’s descendants in Egypt</li> <li>• understand that God saved Moses in order to save ‘Israel’</li> <li>• appreciate how the Bible shows that God is true to his plans and promises.</li> </ul>	Exodus 2:1–10
28	To introduce students to the concept that God is good, all-powerful and in charge of the world.	<ul style="list-style-type: none"> <li>• hear how God showed his power to Pharaoh, the Egyptians and the Israelites</li> <li>• understand from the Bible that God is in charge of the world</li> <li>• engage in a variety of dramatic experiences.</li> </ul>	Exodus 2:23; 6:6–8; 7–12
29	To help students appreciate how the Bible shows that God always keeps his promise to be with those who trust him.	<ul style="list-style-type: none"> <li>• learn from the Bible that God was with his people, the Israelites, as they travelled to the Promised Land</li> <li>• understand from the Bible that God always keeps his promises</li> <li>• appreciate that God is with those who trust in him.</li> </ul>	Joshua 3
30	To learn about Hannah’s great faith and God’s even greater faithfulness.	<ul style="list-style-type: none"> <li>• hear how Hannah’s prayers for a son were answered by God</li> <li>• appreciate Samuel’s importance in God’s greater plan to bring salvation to all people through Jesus</li> <li>• understand that people today can trust Jesus and become God’s friends.</li> </ul>	1 Samuel 1
31	To help students grasp that God chose David as his people’s king because David loved and trusted him.	<ul style="list-style-type: none"> <li>• know that God chose David to be the future king of his people</li> <li>• understand that David loved and trusted God</li> <li>• appreciate that the Bible teaches that God cares about what is inside us and how we respond to him, rather than how we look.</li> </ul>	1 Samuel 16:1–13
32	To appreciate how God prepared David to be a warrior and king.	<ul style="list-style-type: none"> <li>• know from the Bible that God looked after David</li> <li>• understand that God was preparing David for his future role as a warrior and king</li> <li>• appreciate that God looks after people in different ways when they trust him.</li> </ul>	1 Samuel 17:34–38
33	To discover God’s great promise that someone from David’s family would always be king.	<ul style="list-style-type: none"> <li>• recall and retell the story of King David through song</li> <li>• know that there would always be a king from David’s family, and that one day this King would be Jesus</li> <li>• begin to see the connection between the Old Testament stories of this unit and how they lead to Jesus.</li> </ul>	2 Samuel 7
34	To help the students to understand that Daniel knew God was the greatest King of all.	<ul style="list-style-type: none"> <li>• learn about the people, places and events surrounding Israel’s exile to Babylon</li> <li>• compare and contrast earthly kings with God the heavenly King</li> <li>• appreciate that the Bible says that anyone can have God as their King.</li> </ul>	2 Chronicles 36:11–23; Daniel 1–2; 6
35	To help students to recognise from the Bible that God wants people to remember him.	<ul style="list-style-type: none"> <li>• re-enact the rebuilding of Jerusalem’s wall and how the exiles remembered God</li> <li>• understand that remembering God causes people to act in certain ways</li> <li>• consider ways that people today can remember God.</li> </ul>	Nehemiah 1–2; 8–9

## Appendix 7

### Aims and outcomes for *Beginning with God*—Unit 7

Lesson	Aim	Outcomes—Students will:	Bible reference
36	To help students to understand from the Bible that God promised to send his Son long before Jesus was born.	<ul style="list-style-type: none"> <li>• be able to recall how the relationship between people and God was broken, and how the problem of sin persisted among God's people</li> <li>• hear from the Bible how God promised to send his Son, long before Jesus was born</li> <li>• sense God's love for people in spite of their wrongdoing.</li> </ul>	Isaiah 9:6–7
37	To help students to reflect on Mary's joy regarding the fulfilment of God's promise.	<ul style="list-style-type: none"> <li>• hear from the Bible how Mary's baby would be the Son promised by God</li> <li>• sing a song based on Mary's song of praise</li> <li>• begin to appreciate the joy that Jesus brings to Christians' lives.</li> </ul>	Luke 1:29–33, 46–55
38	To help the students to understand that Christians celebrate Jesus' birth at Christmas because he is the child God promised who would make peace between God and people.	<ul style="list-style-type: none"> <li>• interact with the story of Jesus' birth and the shepherds' visit</li> <li>• understand from the Bible that Jesus was the baby God sent to make peace with God for people</li> <li>• see why Jesus is central to Christians' celebrations at Christmas.</li> </ul>	Luke 2:1–20
39	To help students understand how the Bible shows that baby Jesus was the one God's people had been waiting for.	<ul style="list-style-type: none"> <li>• learn of Simeon's encounter with Jesus</li> <li>• understand the significance of the birth of baby Jesus</li> <li>• appreciate that the Bible teaches that God keeps his promises.</li> </ul>	Luke 2:21–35
40	To help students to recognise from the Bible that God invites all people to make Jesus their King and to trust him.	<ul style="list-style-type: none"> <li>• follow the journey of the wise men from the East to Bethlehem</li> <li>• compare the responses of the wise men and King Herod to Jesus</li> <li>• be prompted to think about different responses to Jesus.</li> </ul>	Matthew 2:1–12

# GodSpace Yellow 2024 Scope and Sequence

Central Theme: Exploring Life with God		
	Unit 1: Exploring God, the World and Me	Unit 2: Exploring What Life with Jesus Brings
Theme	Living God's Way	Jesus' Life and Lessons
Overview	This unit explores what the Bible says about God, creation and people. Students encounter God's plan for the world. People chose to live their own way resulting in the broken world we live in today. Finally, Jesus is explored as the one who makes a way for people to live in relationship with God again, now and forever.	God sent Jesus into the world to restore people's relationship with God and each other, now and forever. In this unit, students will explore stories from Jesus' life which show the difference that Jesus can make in people's lives, both now and forever.
Aim	For students to explore what the Bible says about God, creation and people, and how God planned for them to relate to each other.	For students to consider what life looks like with Jesus as a friend.
	Unit 3: Exploring Jesus as King	Unit 4: Living With Purpose: Paul
Theme	Jesus' Life and Lessons	Followers of God
Overview	This unit introduces the concept of Jesus as king. Students explore his authority and rule over God's world and his humility to serve and give his life so that people can live with God, now and forever.	This unit gives snapshots of Paul's life, to show the impact that knowing Jesus had in Paul's life. Paul was a man whose purpose in life was changed after meeting Jesus. Through every situation, Paul put his faith into practice, and trusted God to lead him, strengthen him and provide all that he needed to follow God's plan for his life.
Aim	For students to be introduced to Jesus as God's King and to explore what type of king he is and why he came.	To introduce Paul, messenger of Jesus, to students, and understand that what Paul believed about Jesus informed his actions.
	Unit 5: Exploring Life with God: Joseph's Story	Unit 6: Exploring Life with God: Moses' Story
Theme	Followers of God	Followers of God
Overview	Joseph experienced great hardship in his life, yet his story shows God was always with Joseph and at work to bring good out of difficult times. This unit can encourage students that God can do the same for them.	This unit explores some practical aspects of sharing our lives with God. The unit will explore the themes of living with God as our Father, living wisely, caring for those in need and living in community. Each theme is explored through a Bible story and a contemporary example.
Aim	To give an insight into what it can be like to live as one of God's people. To show an example of living well in hard times. To share a worldview in which God is always working for good.	To help students further explore what living with God might look like in everyday life.
	Unit 7: Exploring a Life of Faith	Unit 8: Exploring God's Message for the World
Theme	Living God's Way	Living God's Way
Overview	This unit explores some practical aspects of sharing our lives with God. The unit will explore the themes of living with God as our Father, living wisely, caring for those in need and living in community. Each theme is explored through a Bible story and a contemporary example.	The Bible is God's message (2 Tim 3:16-17). Students will encounter the Bible's overarching story, consider what God has been teaching them through the Bible, and explore different ways that they can engage with the Bible themselves
Aim	To help students further explore what living with God might look like in everyday life.	For students to explore the significance of the Bible and consider its relevance to their everyday lives.

Please see below for Individual Lessons: Values, Bible references, Aim & Learning Outcomes. Extra Lessons: Introductory, NAIDOC week, Christmas lessons & Revision for Units 4, 5, & 6 also included.

## Unit I: Exploring God, the World and Me

Unit 1 Bible Verse: Revelation 4:11

No.	Lesson Title	Aim	Learning Outcomes	Bible references	Values
*	Introductory Lesson	To introduce yourself to the students and establish boundaries and expectations to create a 'safe space' to learn about God.	<p><b>Explorers (Foundation/Kindergarten):</b> will be introduced to their teacher, the Bible and prayer and share what they know about God.</p> <p><b>Adventurers (Stage 1):</b> will share their knowledge of God, the Bible and prayer with the class and the teacher.</p> <p><b>Navigators (Stage 2):</b> will mark a line to show how much they know about God and how much they know God and learn what will be included in future lessons.</p> <p><b>Voyagers (Stage 3):</b> will play some class games to assist group cohesion and have a chance to share what they know about God, the Bible and prayer.</p>	-	Community
1	Living In God's World	To understand both the greatness of God in creation, and his care for all he has made, including people.	<p><b>Explorers (Foundation/Kindergarten):</b> will identify things that the Bible says God made.</p> <p><b>Adventurers (Stage 1):</b> will describe what Genesis 1 says about God making people.</p> <p><b>Navigators (Stage 2):</b> will discuss what Genesis 1 tells about God and how he relates to people.</p> <p><b>Voyagers (Stage 3):</b> will reflect on what can be known about God and people from Genesis 1.</p>	Genesis 1:2-4	Everyone Matters
2	Caring For God's World	To explore the privilege and responsibility of people's role in caring for God's world.	<p><b>Explorers (Foundation/Kindergarten):</b> will identify that they are special to God and suggest ways to care for God's creation.</p> <p><b>Adventurers (Stage 1):</b> will describe the role God has given people in caring for his world.</p> <p><b>Navigators (Stage 2):</b> will discuss what the Bible says about the importance of people caring for God's world.</p> <p><b>Voyagers (Stage 3):</b> will reflect on the privilege and responsibility in caring for God's creation.</p>	Genesis 1:26-31, 2:15, 2:19-20, Psalm 8:6-8	Responsibility
3	People In God's World	To explore the impact of Adam and Eve's choice as people living in God's world today.	<p><b>Explorers (Foundation/Kindergarten):</b> will identify that God still loves people even when they ignore him.</p> <p><b>Adventurers (Stage 1):</b> will describe how the world is different today from what it was like in the beginning.</p> <p><b>Navigators (Stage 2):</b> will make connections between Genesis 3 and choices people make today.</p> <p><b>Voyagers (Stage 3):</b> will discuss how people today might make a similar choice to Adam and Eve.</p>	Genesis 2:9, 15-17; 3:1-24	Freedom

4	Jesus In God's World	To explore who Jesus is and why God sent him into the world.	<p><b>Explorers (Foundation/Kindergarten):</b> will identify from the Bible story that Jesus is God's Son.</p> <p><b>Adventurers (Stage 1):</b> will explore what the Bible passage shows about Jesus' identity.</p> <p><b>Navigators (Stage 2):</b> will connect the description of Jesus in the Bible passage with Jesus' identity and purpose.</p> <p><b>Voyagers (Stage 3):</b> will discuss the significance of Jesus coming to live in God's world.</p>	Matthew 17:1-8	Hope
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## Unit 2: Exploring What Life with Jesus Brings

Unit 2 Bible Verse: John 10:10

No.	Lesson Title	Aim	Learning Outcomes	Bible references	Values
5	Jesus Brings Forgiveness	To explore the role of forgiveness in people's relationship with God.	<p><b>Explorers (Foundation/Kindergarten):</b> will say how Jesus shows forgiveness.</p> <p><b>Adventurers (Stage 1):</b> will describe how experiencing Jesus' forgiveness is life changing.</p> <p><b>Navigators (Stage 2):</b> will discuss and formulate questions about what it means to be forgiven, based on the Bible passage.</p> <p><b>Voyagers (Stage 3):</b> will apply what they have learned about Jesus bringing forgiveness to real-life situations.</p>	Mark 2:1-12	Forgiveness
6	Jesus Brings Acceptance	To consider the impact of acceptance in relationships, in light of Jesus' acceptance of Levi.	<p><b>Explorers (Foundation/Kindergarten):</b> will say that Jesus invites everyone to be his friends, no matter who they are or what they've done.</p> <p><b>Adventurers (Stage 1):</b> will identify positive changes that come from being accepted by Jesus.</p> <p><b>Navigators (Stage 2):</b> will compare different responses to Jesus' invitation of acceptance, including their own.</p> <p><b>Voyagers (Stage 3):</b> will discuss what it means to accept Jesus' offer of friendship and how it positively impacts other relationships.</p>	Luke 5:27-32	Understanding, Tolerance, Inclusion
7	Jesus Brings Compassion	To explore how Jesus broke down barriers and brought different people together when he provided food for a large crowd of people.	<p><b>Explorers (Foundation/Kindergarten):</b> will describe how Jesus showed kindness.</p> <p><b>Adventurers (Stage 1):</b> will discuss how Jesus showed kindness to a whole crowd of people, so no one missed out.</p> <p><b>Navigators (Stage 2):</b> will discuss the difference Jesus' compassion can make for people.</p> <p><b>Voyagers (Stage 3):</b> will examine how Jesus shows compassion and relate this to God fixing the brokenness in the world.</p>	Mark 6:30-44	Community
8	Jesus Brings Life Forever	To explore the story of Jesus raising Lazarus and to consider the hope that Jesus might bring to people today.	<p><b>Explorers (Foundation/Kindergarten):</b> hear a story from the Bible story about Jesus' power over death.</p> <p><b>Adventurers (Stage 1):</b> will explain what the Unit 2 Bible Verse means to them, based on the Bible story.</p> <p><b>Navigators (Stage 2):</b> will describe how Jesus, God's Son, brings comfort to people experiencing sadness and loss - both then and now.</p> <p><b>Voyagers (Stage 3):</b> will discuss how Jesus' power over death can bring hope.</p>	John 11:1-44	Hope

## Unit 3: Exploring Jesus as King

Unit 3 Bible Verse: Mark 10:45

No.	Lesson Title	Aim	Learning Outcomes	Bible references	Values
9	The Humble King	To introduce Jesus as a different kind of king.	<p><b>Explorers (Foundation/Kindergarten):</b> will be introduced to the idea that Jesus is God’s promised King, different to other kings.</p> <p><b>Adventurers (Stage 1):</b> will describe the characteristics of a king and see how Jesus is a different kind of king.</p> <p><b>Navigators (Stage 2):</b> will explore why Jesus is considered ‘the humble King’.</p> <p><b>Voyagers (Stage 3):</b> will compare and contrast Jesus’ entry into Jerusalem to other kings or celebrities.</p>	Luke 19:28-41; Matthew 21:1-9	Humility
10	The King Who Serves	To see that even though Jesus knew God had given him complete power, he served his disciples by washing their feet.	<p><b>Explorers (Foundation/Kindergarten):</b> will listen to a story about Jesus serving his disciples.</p> <p><b>Adventurers (Stage 1):</b> will identify why and how Jesus serves from the Bible story.</p> <p><b>Navigators (Stage 2):</b> will discuss ways that Jesus serves from the Bible account and the Unit 3 Bible Verse.</p> <p><b>Voyagers (Stage 3):</b> will examine different responses to Jesus as the Servant King.</p>	John 13:1-17	Service
11	The King Who Gave His Life	To contemplate how Jesus’ death was part of God’s plan so people could be forgiven and have life with God.	<p><b>Explorers (Foundation/Kindergarten):</b> will say how Jesus is the King who gives up his life.</p> <p><b>Adventurers (Stage 1):</b> will describe why the Bible says Jesus willingly gave up his life.</p> <p><b>Navigators (Stage 2):</b> will discuss what Christians believe that Jesus’ death accomplishes.</p> <p><b>Voyagers (Stage 3):</b> will explain why Jesus died despite his unlimited power, based on the Bible accounts and Unit 3 Bible Verse.</p>	John 10:17-18, 18:28-19:30; Luke 23:1-49 (Selected Verses)	Giving
12	The King Who Lives Forever	To explore the impact of Jesus’ resurrection, beginning with his disciples and continuing to people today.	<p><b>Explorers (Foundation/Kindergarten):</b> will recall that Jesus is God’s King and discuss what sort of king Jesus is.</p> <p><b>Adventurers (Stage 1):</b> will describe why Jesus coming back to life is good news.</p> <p><b>Navigators (Stage 2):</b> use the Bible accounts and contemporary examples to discuss how Jesus’ resurrection makes a difference.</p> <p><b>Voyagers (Stage 3):</b> will consider possible responses to Jesus’ words from the Bible.</p>	Matthew 28:1-10,16-20	Hope

## Unit 4: Living with Purpose: Paul

Unit 4 Bible Verse: 1 Corinthians 15:10

No.	Lesson Title	Aim	Learning Outcomes	Bible references	Values
13	Introduction to Paul	To see that what Paul believed about Jesus affected how he treated both Jesus and those who followed him.	<p><b>Explorers (Foundation/Kindergarten):</b> will understand what Paul did before he met Jesus.</p> <p><b>Adventurers (Stage 1):</b> will understand that Paul opposed Jesus and his followers.</p> <p><b>Navigators (Stage 2):</b> will discuss what pleases God.</p> <p><b>Voyagers (Stage 3):</b> will reflect that Paul actively opposed Jesus followers but later that changed.</p>	Acts 8:3, 26:4-6, 9-11	Empathy
14	Changed By Jesus	To consider that, like Paul, people who trust Jesus change to be more like him.	<p><b>Explorers (Foundation/Kindergarten):</b> will identify that Paul changed because he met Jesus.</p> <p><b>Adventurers (Stage 1):</b> will describe how Paul changed when he met Jesus.</p> <p><b>Navigators (Stage 2):</b> will use Paul as an example to discuss how people's actions reflect what they believe.</p> <p><b>Voyagers (Stage 3):</b> will reflect on why Paul's actions changed, and what is worth changing actions for.</p>	Acts 9:1-22	Doing Your Best
15	Living with Purpose When Life is Hard	To examine how God enabled Paul to persevere in his purpose.	<p><b>Explorers (Foundation/Kindergarten):</b> will identify how Paul was able to keep telling others about Jesus because of what he knew about him.</p> <p><b>Adventurers (Stage 1):</b> will describe the qualities Paul demonstrated to persevere in his goal.</p> <p><b>Navigators (Stage 2):</b> will discuss what makes living with purpose difficult at times.</p> <p><b>Voyagers (Stage 3):</b> will reflect on the fact that difficult times can be opportunities to live purposefully.</p>	Acts 16:23b-34	Perseverance
16	Finishing with Purpose	To show how God's kindness enabled Paul to persist in his purpose with his finish in mind.	<p><b>Explorers (Foundation/Kindergarten):</b> will identify that God showed kindness to Paul.</p> <p><b>Adventurers (Stage 1):</b> will describe different ways that Paul showed he was passionate about Jesus.</p> <p><b>Navigators (Stage 2):</b> will discuss what helps someone finish a difficult task.</p> <p><b>Voyagers (Stage 3):</b> will reflect on the concept of a legacy and what it means to leave a good legacy.</p>	Acts 20:17-38	Resilience



U4	<b>Revision</b> Living With Purpose	To showcase Paul as an example of someone who, after meeting Jesus, made passionately talking about Jesus his purpose.	<b>Explorers (Foundation/Kindergarten) &amp; Adventurers (Stage 1):</b> will identify ways Paul was passionate about Jesus. <b>Navigators (Stage 2) &amp; Voyagers (Stage 3):</b> will discuss how the things people are passionate about influences their choices.	Acts 9:1-22, 16:23b-34, 20:17-38	Passion
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## Unit 5: Exploring Life with God: Joseph's Story

Unit 5 Bible Verse: Hebrews 13:5b

No.	Lesson Title	Aim	Learning Outcomes	Bible references	Values
17	God Cares All the Time	To explore the first exciting episode in the life of Joseph and relate it to the concept of patience.	<p><b>Explorers (Foundation/Kindergarten):</b> will use the example of Joseph to talk about God being with families in good times and bad.</p> <p><b>Adventurers (Stage 1):</b> will answer the question 'When times are tough, how could it help to know that God is with people?'</p> <p><b>Navigators (Stage 2):</b> will identify and discuss examples of patience and impatience in the Joseph story.</p> <p><b>Voyagers (Stage 3):</b> will discuss patience and other helpful responses to life's challenges based on the Bible account.</p>	Genesis 37	Patience
18	Trusting God in Tough Times	To explore the impact God's presence had on Joseph's life and to consider how God could strengthen people who are facing challenging situations today.	<p><b>Explorers (Foundation/Kindergarten):</b> will identify that good and bad things happened to Joseph but God never left him.</p> <p><b>Adventurers (Stage 1):</b> will identify possible ways to respond when life is unfair with reference to Joseph.</p> <p><b>Navigators (Stage 2):</b> will discuss integrity and decide if Joseph had it.</p> <p><b>Voyagers (Stage 3):</b> will be able to discuss the way Joseph responded to tough times and how his belief about God made that possible for him.</p>	Genesis 39-40 (Selected verses)	Integrity
19	Partners with God	To help students understand that life with God is a partnership in which both work together to accomplish what God wants.	<p><b>Explorers (Foundation/Kindergarten):</b> will talk about being a partner and how Joseph and God were partners.</p> <p><b>Adventurers (Stage 1):</b> will discuss the idea of partnership with reference to Joseph.</p> <p><b>Navigators (Stage 2):</b> will answer the question 'How could people like us partner with God to do good?'</p> <p><b>Voyagers (Stage 3):</b> will explore how Joseph and God partnered and how a person today might partner with God.</p>	Genesis 41	Cooperation
20	God Brings Good Out of Tough Times	To explore how God brought good out of Joseph's life and reflect on how this could encourage people during hard times.	<p><b>Explorers (Foundation/Kindergarten):</b> will answer the question 'Who did Joseph say was making good from all the bad things in his life?'</p> <p><b>Adventurers (Stage 1):</b> will use an inflatable ball to talk about resilience, relating it to the final episode of the Joseph story.</p> <p><b>Navigators (Stage 2):</b> will graph the ups and downs of Joseph's life and discuss what made him resilient.</p>	Genesis 42:1-47:12, 50:15-21 (Selected verses)	Resilience

			<b>Voyagers (Stage 3):</b> will consider how Joseph's belief in God helped him to be resilient.		
U5	<b>Revision</b> Joseph's Story	To revise, and then take the learnings from the Joseph story one step further.	<p><b>Explorers (Foundation/Kindergarten) &amp; Adventurers (Stage 1):</b> will revise Unit 6 through pictures and see that God was helping Joseph, even in the hard times and he still helps today.</p> <p><b>Navigators (Stage 2) &amp; Voyagers (Stage 3):</b> will reflect on the big picture of what God was doing in Joseph's life, and what it might be like to live as one of God's people today.</p>	Genesis 37, 39-40, 41, 42:1-47:12, 50:15-21 (Selected verses)	Perseverance

## Unit 6: Exploring Life with God: Moses' Story

Unit 6 Bible Verse: Mark 12:30

No.	Lesson Title	Aim	Learning Outcomes	Bible references	Values
21	Confidence for the Task	To explore situations in which people might lack confidence and to examine God's role in giving confidence to Moses.	<p><b>Explorers (Foundation/Kindergarten):</b> will identify that God helped Moses and can help people today.</p> <p><b>Adventurers (Stage 1):</b> will describe how God helped Moses and suggest situations where God could help people today.</p> <p><b>Navigators (Stage 2):</b> will identify situations where they might lack confidence and discuss how God could help.</p> <p><b>Voyagers (Stage 3):</b> will discuss how God's help gave confidence to Moses and can do the same for people today.</p>	Exodus 3-4:20	Confidence
22	God Makes a Way	To reflect on God's ability to help people through difficult situations, in light of the Israelites experience of being rescued from Egypt.	<p><b>Explorers (Foundation/Kindergarten):</b> will identify that God rescued his people from a difficult situation and can help people today too.</p> <p><b>Adventurers (Stage 1):</b> will explain how God rescued his people and how people can trust God today.</p> <p><b>Navigators (Stage 2):</b> will use the Bible passage to describe how God can help people in difficult situations.</p> <p><b>Voyagers (Stage 3):</b> will reflect on the difference trusting God makes when facing difficult situations, based on Moses' experience.</p>	Exodus 13:17-14:31 (Selected verses)	Faith in God
23	God Provides for the Journey	To explore how God provided for the Israelites and how God continues to provide for people in the world today.	<p><b>Explorers (Foundation/Kindergarten):</b> will describe how God provided food for his people in the desert.</p> <p><b>Adventurers (Stage 1):</b> will describe the ways that God provides for people.</p> <p><b>Navigators (Stage 2):</b> will identify how God provided for his people in the desert and how he provides today.</p> <p><b>Voyagers (Stage 3):</b> will discuss how difficult situations can be opportunities to see God's provision.</p>	Exodus 15:22-25; 16:1-18, 35-36; 17:1-7	Honesty and Trustworthiness
24	God Shows the Way	To explore what it's like to live with God, based on the experience of the Israelites. God gave them the 10 Commandments and he gives guidance today through the Bible and people who know him.	<p><b>Explorers (Foundation/Kindergarten):</b> will identify that Jesus can help us live God's way.</p> <p><b>Adventurers (Stage 1):</b> will discuss how God's rules show the best way to live.</p> <p><b>Navigators (Stage 2):</b> will discuss the difference living God's way makes to people's lives.</p> <p><b>Voyagers (Stage 3):</b> will compare the Ten Commandments with what Jesus said about them and discuss how people could live that way today.</p>	Exodus 19-20:17	Community

U6	<b>Revision</b> Moses' Story	To revise the story of Moses and the Israelites and identify what their story shows about life with God.	<p><b>Explorers (Foundation/Kindergarten) &amp; Adventurers (Stage 1):</b> will revise Unit 6 through games and see that God was caring for his people and that he still cares today.</p> <p><b>Navigators (Stage 2) &amp; Voyagers (Stage 3):</b> will reflect on the big picture of what God was doing in the lives of the Israelites in the time of Moses, and what it might be like to live as one of God's people today.</p>	Exodus 3-4:20, 13:17-14:31, 15:22-25; 16:1-18, 35-36; 17:1-7, 19-20:17	Faith in God
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## Unit 7: Exploring Life with God Today

Unit 7 Bible Verse: Matthew 6:9-13

No.	Lesson Title	Aim	Learning Outcomes	Bible references	Values
25	Living With God as Father	To explore what Jesus wanted people to know about prayer.	<p><b>Explorers (Foundation/Kindergarten):</b> hear a version of the Lord's Prayer and have the opportunity to pray.</p> <p><b>Adventurers (Stage 1):</b> will create actions for a song based on Jesus' prayer.</p> <p><b>Navigators (Stage 2):</b> will discuss the possible benefits of spending time with God.</p> <p><b>Voyagers (Stage 3):</b> will brainstorm ways that people can spend time with God today.</p>	Matthew 6:9-13; Luke 5:16	Friendship
26	Living Wisely	To explore the value of wisdom and God's role in helping people to make good choices.	<p><b>Explorers (Foundation/Kindergarten):</b> will say that God made Solomon wise.</p> <p><b>Adventurers (Stage 1):</b> will state what the Bible says people can do if they need wisdom.</p> <p><b>Navigators (Stage 2):</b> will reflect on God as the source of Solomon's wisdom and his offer to give wisdom today.</p> <p><b>Voyagers (Stage 3):</b> will discuss ways that living wisely could benefit people, relationships and community.</p>	2 Chronicles 1:7-17; 9:1-12, 22-24; 1 Kings 4:29-34; James 1:5	Responsibility
27	Caring For Those in Need	To explore the connection between living with God and caring for those in need.	<p><b>Explorers (Foundation/Kindergarten):</b> will say how God cared for the woman in the story.</p> <p><b>Adventurers (Stage 1):</b> will identify one thing they could do to care for somebody in need.</p> <p><b>Navigators (Stage 2):</b> will reflect on the work of Baptist World Aid.</p> <p><b>Voyagers (Stage 3):</b> will suggest how faith in God might motivate people to care for those in need.</p>	1 Kings 17:7-16	Care And Compassion
28	Living in Community	To explore the nature and impact of Christian community, then and now.	<p><b>Explorers (Foundation/Kindergarten):</b> will identify what the people in God's new family did together.</p> <p><b>Adventurers (Stage 1):</b> will describe how it would feel to belong to a community like the one in the story.</p> <p><b>Navigators (Stage 2):</b> will suggest how being a part of God's community could help people today.</p> <p><b>Voyagers (Stage 3):</b> will discuss the importance of community, with reference to God's community.</p>	Acts 2:38-39; 41-47	Community

## Unit 8: Exploring God's Message for the World

Unit 8 Bible Verse: Psalm 119:105

No.	Lesson Title	Aim	Learning Outcomes	Bible references	Values
29	God's Message Then and Now	To understand that with God's help, the Bible was written down by many people and to consider why it might be a useful book for people today.	<p><b>Explorers (Foundation/Kindergarten):</b> will identify that God helped many people write the Bible so that people could know him and what he has done.</p> <p><b>Adventurers (Stage 1):</b> will know why the Bible was written and name a Bible writer.</p> <p><b>Navigators (Stage 2):</b> will explain that the Bible is God's message, written down by a number of different authors.</p> <p><b>Voyagers (Stage 3):</b> will discuss how and why Luke wrote his (gospel) account of Jesus.</p>	2 Timothy 3:15-17, Luke 1:1-4	Curiosity, Seeking the Truth
30	God's Big Story	To trace the big picture of the Bible, seeing how it centres in Jesus.	<p><b>Explorers (Foundation/Kindergarten &amp; Adventurers (Stage 1):</b> will identify that the Bible has an overarching (big) story with Jesus at the centre.</p> <p><b>Navigators (Stage 2) &amp; Voyagers (Stage 3):</b> will reflect on what it means for Jesus to be the centre of God's rescue plan.</p>	Bible Overview John 3:16	Hope
31	Responding to God's Message	To give students the opportunity to reflect on their own response to what they're hearing about God.	<p><b>Explorers (Foundation/Kindergarten):</b> will describe how people can respond to God's message.</p> <p><b>Adventurers (Stage 1):</b> will identify different ways people respond to hearing God's message.</p> <p><b>Navigators (Stage 2):</b> will discuss why people respond to God's message in different ways.</p> <p><b>Voyagers (Stage 3):</b> will reflect on what a difference that taking Jesus' message to heart might make.</p>	Luke 8:4-8, 11-15	Self-Reflection
32	Exploring the Bible	To consider different ways to explore the Bible and to develop students' confidence to continue learning about God independently.	<p><b>Explorers (Foundation/Kindergarten):</b> will identify different ways people can experience the Bible.</p> <p><b>Adventurers (Stage 1):</b> will describe the benefits of different ways to engage with the Bible.</p> <p><b>Navigators (Stage 2):</b> will discuss their preferred ways of exploring the Bible.</p> <p><b>Voyagers (Stage 3):</b> will choose independent ways to interact with the Bible.</p>	Psalm 34:8, 119:50, 103, 140, 165	Inquiry

## Extra Lessons

No.	Lesson Title	Aim	Learning Outcomes	Bible references	Values
*	NAIDOC Week	To see that William Cooper's trust in God motivated him to act for justice for his people and for others. His work is recognised as key to the beginnings of NAIDOC celebrations.	<b>Explorers (Foundation/Kindergarten) &amp; Adventurers (Stage 1)</b> will identify that William Cooper trusted God to make things right for Aboriginal people. <b>Navigators (Stage 2) &amp; Voyagers (Stage 3):</b> will investigate how William Cooper applied what he read in the Bible to seek justice for his people.	Micah 6:8	Fair Go
*	Good News at Christmas	To learn that Jesus' coming to be God's rescuer is the greatest news ever.	<b>Explorers (Foundation/Kindergarten):</b> will identify that Jesus' coming is good news. <b>Adventurers (Stage 1):</b> will describe why Jesus' coming is good news. <b>Navigators (Stage 2):</b> will discuss how Jesus' coming is good news. <b>Voyagers (Stage 3):</b> will reflect on how the good news about Jesus can make a difference to people now.	Luke 2:10b	Hope

## Extra Lessons from Green 2022

The following lessons have been made available from Green 2022 for teachers to incorporate into their teaching calendar if needed – depending on the number of lessons for each class per year.

No.	Lesson Title	Aim	Learning Outcomes	Bible references	Values
*	<b>Extra Lesson</b> ANZAC Day Lesson	To understand that both Jesus and Australian soldiers have made sacrifices for us.	<b>Explorers (Foundation/Kindergarten) &amp; Adventurers (Stage 1):</b> will give thanks for those people who served their country in the armed forces. <b>Navigators (Stage 2) &amp; Voyagers (Stage 3):</b> will identify ways in which Jesus, Anzacs and Australian soldiers have made sacrifices for us.	Luke 22:19; John 15:13	Thankfulness
*	<b>Extra Lesson</b> Book Week Lesson	To highlight the significance of the Bible - both a book itself and as a message about God	<b>Explorers (Foundation/Kindergarten) &amp; Adventurers (Stage 1):</b> will discuss how they can engage with God and the Bible, even as they are learning to read. <b>Navigators (Stage 2) &amp; Voyagers (Stage 3):</b> will discuss why the message of the Bible has been an inspiration to many people.	John 20:31	Curiosity and Seeking the Truth



# Big QUESTIONS

## Scope and sequence

Semester 1	
<b>Unit</b>	Big Questions 1
<b>Duration</b>	Terms 1 and 2 (19 lessons)
<b>Focus</b>	These lessons concentrate on God and Jesus, who they are, what they have done, what people have done in response to God and what this means for people today. Basic Bible reading skills are introduced so the students can use the Bible to discover and apply biblical concepts for themselves.
<b>Outcomes</b>	See Appendix 1

Semester 2	
<b>Unit</b>	Big Questions 2
<b>Duration</b>	Terms 3 and 4 (19 lessons)
<b>Focus</b>	Students look at what it means to be a Christian. Jesus is examined as the model for Christian living and further Bible study skills are introduced. Students look at the story of the early church and consider how church is still relevant today. These lessons also deal with contemporary problems that the students face in today's world. Students explore what the Bible says and provide suggestions for dealing with these problems when they arise. The responsibilities of Christians to show God's love to others are also discussed.
<b>Outcomes</b>	See Appendix 2

## ■ Appendix 1

### AIMS AND OUTCOMES FOR BIG QUESTIONS 1 (TERMS 1 AND 2)

Lesson	Aim	Outcomes—Students will:	Bible reference
1	For the students to understand that the Bible teaches that God is generous and he promises that those who search for him will find him.  To introduce students to their teacher and to the Big Questions curriculum.	<ul style="list-style-type: none"> <li>understand that God welcomes their questions and promises to be found by those who search for him</li> <li>identify the way in which the lessons for the year will be conducted</li> <li>share facts about themselves without describing what they look like</li> <li>complete a questionnaire about their interests and their attitudes.</li> </ul>	Matthew 7:7–12
2	To help each student appreciate what the Bible says about how intimately God knows every person and that he is ultimately in charge.	<ul style="list-style-type: none"> <li>think and write about who knows them well</li> <li>rework part of Psalm 139 as part of a small group</li> <li>discuss what the Psalm teaches us about God</li> <li>have opportunity to respond to the Psalm by expressing how this knowledge about God makes them feel.</li> </ul>	Psalm 139:1–16, 23–24
3	To show that the Bible teaches that the world was created by God and is maintained by him.	<ul style="list-style-type: none"> <li>discuss questions about the creation of the world and whether God is still in control</li> <li>read parts of Genesis 1</li> <li>identify what Genesis 1 says about the creation of the world</li> <li>discuss the different roles of science and the Bible</li> <li>consider what it means to accept God’s invitation to seek him.</li> </ul>	Genesis 1:1–2:4; Hebrews 1:3
4	To help the students to understand that the Bible teaches that God made people in his image, he loves us and wants us to live his way.	<ul style="list-style-type: none"> <li>discuss what makes people a unique part of God’s creation</li> <li>identify and discuss different responses to God’s authority</li> <li>consider the significance of God being loving and good</li> <li>consider what it looks like to express a personal response to God’s authority and love.</li> </ul>	Genesis 1–2
5	To help the students understand that because of an initial lack of faith and disobedience, the world has become a difficult place in which to live.	<ul style="list-style-type: none"> <li>discuss the question—what has gone wrong with the world?</li> <li>read Genesis 3:6–13 and discuss it</li> <li>describe how the world has been spoiled by humans</li> <li>understand that God has not given up on his creation.</li> </ul>	Genesis 3
6	To show the students that beginning with the disobedience of Adam and Eve, people continue to disobey God and feel the effects of sin.	<ul style="list-style-type: none"> <li>describe a situation where ‘one thing leads to another’</li> <li>use a drama script to explore Genesis 37</li> <li>describe how people today experience the effects of sin</li> <li>discuss how we know whether God cares about suffering and sin.</li> </ul>	Genesis 37
7	To encourage the students to develop a clearer understanding of who the Bible says God is and how people can draw near to him.	<ul style="list-style-type: none"> <li>share their opinions about what God is like</li> <li>discuss how people can know what God is like</li> <li>discover some ways the Bible describes God</li> <li>explain how people can come near to God and relate to him</li> <li>have the opportunity to write a prayer.</li> </ul>	Psalm 47 (and selected passages)
8	To help students to appreciate from the Bible that God cares about the suffering of his people and promises to care for them like a shepherd.	<ul style="list-style-type: none"> <li>discuss the kinds of questions they ask about God when life gets hard</li> <li>read Psalm 23 and explore what it teaches about God</li> <li>express in words, or drawing, their personal reaction to the psalm</li> <li>have an opportunity to share their thoughts and questions.</li> </ul>	Psalm 23
9	To help students understand that the Bible is historically reliable and relevant to people today, and why Christians believe that the Bible is God’s word.	<ul style="list-style-type: none"> <li>discuss why some people consider the Bible to be special</li> <li>understand the evidence for the reliability of the New Testament</li> <li>discuss the ways in which the Bible is important for people today.</li> </ul>	2 Timothy 3:16; 1 John 1:1–2; Luke 1:1–4
10	To encourage the students to read the Bible for themselves.	<ul style="list-style-type: none"> <li>begin to handle the Bible with confidence</li> <li>know how to look up Bible references</li> <li>discuss why reading the Bible is important</li> <li>read a Bible passage for themselves and reflect on the application.</li> </ul>	2 Timothy 3:16; Hebrews 4:12; Psalm 119:105, 110–111

11	To help students to understand that God offers forgiveness to those who put their faith in Jesus.	<ul style="list-style-type: none"> <li>• learn about how God forgives us through Jesus</li> <li>• learn about what it looks like for someone to forgive</li> <li>• learn to recognise why God's people are called to forgive others.</li> </ul>	Matthew 18:21–35; Colossians 3:13
12	To encourage the students to understand that the unique circumstances of Jesus' birth described in the Bible show that he is God's Son.	<ul style="list-style-type: none"> <li>• identify some of the signs that accompanied Jesus' birth</li> <li>• read various Bible accounts of Jesus' birth</li> <li>• express what they think about the idea that Jesus is unique.</li> </ul>	Luke 1–3; Matthew 1–2
13	To encourage the students to understand from the Bible that Jesus demonstrated by his actions and attitudes his uniqueness as God's Son.	<ul style="list-style-type: none"> <li>• discuss commonly held views about Jesus</li> <li>• research as part of a small group a Bible account of Jesus' miracles</li> <li>• describe some character qualities that Jesus demonstrated</li> <li>• explain what the Bible accounts show about Jesus.</li> </ul>	Luke, various passages
14	To encourage the students to consider different responses to Jesus, God's Son.	<ul style="list-style-type: none"> <li>• identify one response to one of Jesus' miracles or one truth shown by one of Jesus' miracles</li> <li>• participate in presenting either a news report or a class newspaper concerning Jesus' miracles</li> <li>• consider present-day responses to Jesus.</li> </ul>	Luke, various passages
15	To help students gain an understanding of why Jesus died on the cross and how this made the way open for people to become friends with God.	<ul style="list-style-type: none"> <li>• suggest why some were opposed to Jesus</li> <li>• read excerpts from Luke 22–23 and answer questions about the events of Jesus' arrest, trial and death</li> <li>• discuss why Jesus died</li> <li>• state what Jesus' death means for Christians.</li> </ul>	Luke 22–23; Romans 5:10a
16	To encourage the students to consider the evidence for, and the significance of, Jesus' resurrection.	<ul style="list-style-type: none"> <li>• discuss their opinions about how we know whether something is fact or fiction</li> <li>• explore the evidence that supports Jesus rising from the dead</li> <li>• suggest what Jesus' resurrection reveals about his identity</li> <li>• identify why Jesus' resurrection is significant for all people.</li> </ul>	Luke 24
17	To encourage students to begin to understand how following Jesus changes someone's life.	<ul style="list-style-type: none"> <li>• explore Bible accounts of some people Jesus met</li> <li>• describe how meeting Jesus changed the lives of some people in Luke's Gospel</li> <li>• participate in a dramatic presentation of an encounter with Jesus</li> <li>• summarise the responses of Peter, Zacchaeus, the rich young man and Mary and Martha</li> <li>• consider what it looks like for someone to follow Jesus.</li> </ul>	Luke's Gospel
18	To encourage students to reflect on what different responses to Jesus and the invitation to live as God's friends look like.	<ul style="list-style-type: none"> <li>• read the Parable of the Sower from Luke</li> <li>• participate in a drama about different responses to Jesus</li> <li>• discuss the meaning of Jesus' parable</li> <li>• identify what Christians believe.</li> </ul>	Luke 8:4–15
19	To help the students understand that the Bible tells us that Jesus will return and what it will be like.	<ul style="list-style-type: none"> <li>• be able to state the events surrounding Jesus' ascension</li> <li>• discover as part of a group, something about Jesus' return</li> <li>• understand why Christians look forward to, and are excited by, the promise of Jesus' return.</li> </ul>	John 14:1–4

## ■ Appendix 2

### AIMS AND OUTCOMES FOR BIG QUESTIONS 2 (TERMS 3 AND 4)

Lesson	Aim	Outcomes—Students will:	Bible reference
1	To explain what it means to be a Christian.	<ul style="list-style-type: none"> <li>read key verses about what it means to be a Christian</li> <li>discuss the verses and explain the meanings</li> <li>explain the concepts represented by the colours/descriptions</li> <li>have an opportunity to express their own thoughts about the gospel message.</li> </ul>	Various
2	To help students appreciate the historical reality of the life of Jesus.  To provide an engaging learning experience through film and discussion.	<ul style="list-style-type: none"> <li>know about key events in the early life of Jesus</li> <li>appreciate the historical context for life in first century Palestine</li> <li>ask the question, what was Jesus really like? and be able to describe some aspects of Jesus from Luke 1–6.</li> </ul>	Excerpts from Luke 1–6 and Mark 5
3	To help students appreciate the historical reality of the life of Jesus.  To provide an engaging learning experience through film and discussion	<ul style="list-style-type: none"> <li>know about key events in Jesus' life</li> <li>appreciate the historical context for life in first century Palestine</li> <li>realise that people responded differently to Jesus</li> <li>express their own opinion about Jesus' power and character.</li> </ul>	Excerpts from Luke 6–20
4	To help students appreciate the historical reality of the life of Jesus.  To provide an engaging learning experience through film and discussion.	<ul style="list-style-type: none"> <li>know about key events in Jesus' life, particularly his arrest, death and resurrection</li> <li>appreciate the historical context for life in first century Palestine</li> <li>discuss the reasons for Jesus' death</li> <li>express their own opinion about the significance of Jesus' resurrection.</li> </ul>	Excerpts from Luke 22–24
5	To encourage students to develop a clearer understanding of prayer as a part of a Christian's relationship with God.  To help students know how to pray.	<ul style="list-style-type: none"> <li>discuss what part communication plays in a relationship</li> <li>list and describe different kinds of prayer</li> <li>examine some of David's prayers</li> <li>have an opportunity to pray.</li> </ul>	Various passages
6	To help students to understand that Christians believe that God speaks to his people through his word, the Bible, and this is why it is important to read the Bible.	<ul style="list-style-type: none"> <li>know that Christians believe that God speaks to his people through the Bible</li> <li>understand that reading the Bible is an important part of being a Christian</li> <li>develop confidence in handling the Bible, knowing the different books of the Bible and reading it for themselves</li> <li>practise reading the Bible using the 'Pray—Read—Think—Pray' approach.</li> </ul>	Various passages
7	To introduce students to an overview of God's plan of salvation, as shown in the Bible, and encourage them to appreciate that there are different responses to God's invitation to be part of his plan.	<ul style="list-style-type: none"> <li>know some of the key people and events in the Bible</li> <li>begin to understand how the Old Testament is fulfilled in Jesus</li> <li>learn and discuss some key verses</li> <li>consider different responses to what the Bible says about God's love to people shown in sending Jesus.</li> </ul>	Various passages
8	To explore how the Holy Spirit can change people, specifically, how the Holy Spirit gave Peter courage to change and say he was a follower of Jesus.	<ul style="list-style-type: none"> <li>discuss the sorts of things that cause people to change</li> <li>investigate key episodes from Peter's life</li> <li>discuss how and why Peter changed</li> <li>hear a personal account from someone who has become a Christian, and the change it made in their life.</li> </ul>	Acts 2:1–41; Luke 22:54–62

9	To help students understand from the Bible how God's sovereign grace was displayed in Saul's life as God chose him, forgave him and used him to spread the gospel.	<ul style="list-style-type: none"> <li>discuss why it might be hard to imagine some people becoming Christian</li> <li>investigate Saul's story from Acts 9</li> <li>recount the story using question and answer, an illustrated timeline or a first-person speech</li> <li>discuss how Saul's experience demonstrates God's grace</li> <li>reflect on the message in the Bible that God's grace is offered to all people.</li> </ul>	Acts 9:1–22
10	To show through the story of Paul in Philippi that nothing can stop the spread of the gospel.	<ul style="list-style-type: none"> <li>share their opinion about whether anything can stop the spread of God's kingdom</li> <li>read about the events that occurred in Philippi from Acts 16</li> <li>understand the forces opposing Paul in Philippi and how the church in Philippi began</li> <li>explain how the words of Jesus in Acts 1:8 were fulfilled in Philippi.</li> </ul>	Acts 16:11–34
11	To encourage students to understand that the Church is the community of all God's people and to begin to understand that God's people live in all areas of the world.	<ul style="list-style-type: none"> <li>know that Christians are those who have put their trust in Jesus and are now friends with God</li> <li>know about some of the imagery about Church that is found in the Bible</li> <li>know that the Church is the community of those who believe in Jesus</li> <li>know that there are many, many Christians all over the world today</li> <li>learn that there are Christian groups in their local community.</li> </ul>	John 10:11–16; Romans 12:4–5; John 15:1–7; 1 Corinthians 3:16–17
12	To help students learn about some places around the world where the church is involved in spreading the news of forgiveness through Jesus.	<ul style="list-style-type: none"> <li>revise the basic message of the gospel, using the 'wordless book' from Lesson 1</li> <li>understand Jesus' instructions to his followers to spread the message about him all over the world</li> <li>read about four countries where Christians are sharing the news of Jesus</li> <li>discuss why it may be hard for people in some countries to be followers of Jesus.</li> </ul>	Matthew 28:18–20; Various passages
13	To help students identify what causes anger and to help them understand different ways to respond.  To encourage students to see how God can help his people in managing their feelings of anger.	<ul style="list-style-type: none"> <li>identify different emotions in some anger-producing situations</li> <li>investigate Jesus' display of anger in the temple</li> <li>discuss some Bible passages about anger</li> <li>begin to understand different ways they can deal with anger.</li> </ul>	Matthew 21:12–13; Ephesians 4:26
14	To encourage students to understand Jesus' example and words to his followers that they are to love each other.  To explore the implications for everyday relationships with others.	<ul style="list-style-type: none"> <li>discuss some approaches to relationships as found in contemporary media</li> <li>read and explore the account of Jesus washing his disciples' feet</li> <li>paraphrase Jesus' words to his followers about 'washing one another's feet'</li> <li>identify some relationship issues children their age encounter in their own lives</li> <li>discuss how the principle of showing love might be applied to some everyday situations.</li> </ul>	John 13:1–17
15	To help students understand that Jesus' followers are called to help those in need.	<ul style="list-style-type: none"> <li>know the gospel message of God's kindness towards us</li> <li>understand that the Bible teaches that Christians are to show kindness towards others</li> <li>recognise the importance of helping others who are in need</li> <li>reflect on opportunities they might have to care for those in need.</li> </ul>	Matthew 5:16; Ephesians 5:1–2; James 2:14–17
16	To encourage students to see what it looks like to pray and trust God when stressed and worried.	<ul style="list-style-type: none"> <li>identify what might make them feel stressed and strategies they use to deal with stress</li> <li>understand from the Bible that God wants people to bring their problems and worries to him</li> <li>read about a Christian athlete's approach to problems and stress</li> <li>list characteristics about God which show he is trustworthy</li> <li>identify helpful strategies for dealing with stress.</li> </ul>	Psalms 34, 55 and 62; Matthew 11:28

17	To help students understand that the Bible teaches that God wants his people to care for his creation, and that it will be restored through Jesus who is Lord of all.	<ul style="list-style-type: none"> <li>• list different environments and discuss why many are spoiled and imperfect</li> <li>• read Bible passages and paraphrase what they say about creation</li> <li>• express a personal response to what the Bible says about creation</li> <li>• suggest practical ways they can care for creation.</li> </ul>	Genesis 1:31, 3:17–19; Psalm 19:1–4; Mark 4:35–41; Colossians 1:15–17; 2 Peter 3:13
18	To give students an opportunity to ask their questions.	<ul style="list-style-type: none"> <li>• express questions they may have about God, Jesus, the Bible, life, and so on</li> <li>• hear answers to common questions</li> <li>• understand that the Bible tells us that God welcomes all people, even if they have questions and doubts</li> <li>• have an opportunity to express answers they have for the questions of others.</li> </ul>	Various passages
19	To help students to see from the Bible how Christians can face their future with hope and trust in God.	<ul style="list-style-type: none"> <li>• discuss their ideas about what the future holds</li> <li>• discuss some Bible passages and the significance they have for our attitude towards the future</li> <li>• express their own response to what the Bible says</li> <li>• reflect on the key things they have learnt about God this year.</li> </ul>	John 10:27–28; Hebrews 12:1–2; Jude 24–25