

# Scope and sequence Launch 1

| Unit                             | Purpose  | Values                        | Biblical basis  | Main point  | Student experience   | Application to student  | Pedagogy issues   |
|----------------------------------|--|-------------------------------|---|---|--|---|---|
| Introductory session: CRE and me | To introduce the CRE teacher and to start to get to know the children.<br>To introduce God as being interested in them as individuals. | Significance<br>Inquiry       | Mark 10:13-16. Jesus welcomes the children.   | We are special to God.  | Children share something they like doing. They meet their CRE teacher.   | The children are affirmed that they are special to God.   | Children need to know that they are important to the significant adults in their life. The CRE teacher may become one of these. |
| Unit 1<br>Discovering            | Purpose: For the children to recognise that the best place to find out about God is the Bible.   |                               |   |   |  |   |   |
| Making things                    | To introduce the concept of God.   | Inquiry<br>Self-respect       | Psalms 8, 139. What God has made tells us about Him.  | What is made reveals something about the maker. This is also true of God. | Children talk about what they have made. They hear that the natural world has been made by God.                    | Children are introduced to the Christian belief that God made the natural world and is interested in them as individuals.     | Children at this age think in very concrete ways. They need concrete examples to help them understand more abstract concepts.   |
| Finding out                      | To introduce the Bible as the best source of information about God.  | Integrity<br>Inquiry          | Psalms 119:129-135. The importance of God's word.   | The Bible is the best source of information about God.                    | Children recognise that different books give us different information. We go to the Bible to find out about God.   | Connections are made between information and the different books we use as sources for that information.                      | The integrity of information depends on its source. Children are learning the value of books as sources of information.         |
| Seeing God                       | For the children to understand that God sent Jesus to show us what God is like.  | Friendship<br>Inquiry         | John 1:1-14. Jesus became a human being and lived here among us.  | Jesus came to show us what God is like.                                   | Children reflect on ways they are like family members and hear that Jesus was born to show us what God is like.    | Hearing that Jesus was born as a baby like they were. Introducing family traits as a way of understanding Jesus as God's Son. | Children are introduced to such concepts as time, feelings and location.  |
| Making friends                   | To introduce Jesus as the best way to get to know God.   | Friendship<br>Inquiry         | Luke 5:27-32. Jesus makes friends with Levi.  | Jesus came to show us how we can be friends with God.                     | Children relate what they know about friends and hear that Jesus came to show us how we could be friends with God. | Children are able to understand the concept that we can be friends with God as well as others.                                | Children are learning to identify the qualities of a friend.  |
| Unit 2<br>Easter                 | For the children to learn the original story behind Christian Easter celebrations and to participate in this social festival.          |                               |   |   |  |   |   |
| Welcome the king                 | For the children to understand that Jesus is the king and is deserving of praise.  | Excellence<br>Respect<br>Joy  | Matthew 21:1-11. Jesus enters Jerusalem as the 'king riding on a donkey' who had been prophesied.       | Jesus was welcomed as king by the crowd                                   | Children identify the qualities and characteristics of a king and consider who is worthy of praise.                | The children recognise that special honour is given to significant people. Jesus was honoured because He is special.          | Children learn to respect qualities of other people.  |
| Hooray, Jesus is alive!          | For the children to understand that Jesus' resurrection is worth celebrating.  | Celebration<br>Joy            | John 19:5-36; 20:1-21. Jesus is crucified without being guilty, but rises to life again by God's power. | Jesus died and rose again so that we could be friends with God.           | Children engage with a simple outline of the biblical story of Easter and the wonder of Jesus returning to life.   | Developing an understanding of the Easter celebration from a Christian perspective.   | Children learn how to celebrate community cultural events.  |
| Unit 3<br>What is God like?      | To develop the children's understanding of God using some of the word pictures used of Him in the Bible.                               |                               |   |   |  |   |   |
| A king                           | For the children to understand that God is like a king, commanding respect and establishing good rules for communities.                | Community<br>Respect<br>Faith | Exodus 19:1-8; 20:17. God gave us rules to live in community.   | God is like a king who looks after His people, making good rules.         | Children develop an understanding of the role of a king and apply this to God.                                     | Children recognise that groups have rules that regulate their behaviour.  | Children are learning that the classroom is a community with rules, rights and responsibilities.                                |
| A mother hen                     | For the children to understand that God watches over and cares for His people.   | Care and compassion<br>Love   | Matthew 23:37, Psalm 91.  | God cares for His people as a mother hen cares for her chicks.            | Children hear how a mother hen cares for her chicks and relate this to God's care of us.                           | The children will understand that God cares for us using this evocative word picture.   | The need for safety and security is strong in this age group.   |
| A gardener                       | For the children to understand that God is like a gardener, nurturing and caring for His people.                                       | Compassion and care<br>Love   | John 15:1-5, Isaiah 3:14, 5:1-7.  | God is like a gardener caring for and nurturing those in His care.        | Children explore the roles of a gardener and hear how God cares for them in a similar way.                         | The children are developing in their understanding of how God cares for people.   | This environmental image will resonate with the children as a positive and caring picture to which they can relate.             |

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| A loving father                       | For the children to understand that God is like a loving father who loves us just the way we are.         | Compassion and care<br>Love             | Luke 15:11–32. The Parable of the Prodigal Son.                                 | God is like a loving father who provides love and protection. | Children hear the story of the Prodigal Son and record who provides them with care, safety and love.  | Understanding the Christian belief that God is like a loving father who gives us unconditional love.   | Family members are an important part of a child's support network.  |
| Unit 4<br>The world God made          | For the children to wonder at the created world and to appreciate God's creativity and care as its maker. |   |   |   |   |  |   |
| Eyes to see                           | For the children to understand that God made everything in the world and loves us.                        | Inquiry<br>Creativity                   | Psalms 136:4–9; Genesis 1:14–18. God made a big world with sun, moon and stars. | God made everything, God made the things that we see.         | Children reflect on the things that they see both day and night.  | Children are affirmed that God has made the things that we see.  | By integrating information from their senses and from their peers, children are beginning to develop a simple explanation for the phenomena they observe. |
| Ears to hear                          | For the children to understand that God made everything in the world and loves us.                        | Inquiry<br>Responsibility<br>Creativity | Genesis 1:20–25.  | God made the things we can hear.                              | Children classify sounds according to their loudness.   | Children are introduced to the belief that what we hear is part of God's good creation.  | Children of this age are learning about patterns by identifying similarities and differences, sorting and sequencing.                                     |
| Skin to feel                          | For the children to understand that God made everything in the world and loves us.                        | Inquiry<br>Responsibility<br>Creativity | Genesis 1:9–13.   | God made the things we can touch and feel.                    | Children categorise items according to how they feel, and consider how texture is useful.   | Children are able to focus on the great variety of textures in the world God has created.  | Children practise using all of their senses to develop skills in making observations which they share and record.   |
| God made me                           | For the children to understand that God made everything in the world and loves us.                        | Inquiry<br>Responsibility<br>Creativity | Genesis 1:27–30.  | God made a wonderful world for us to live in!                 | Children hear that people are the ultimate part of God's creation and that we have a role to play in the preservation of the natural world.       | Children learn of the Christian belief that we are significant because we are made by God. We have an important role in the care of the environment. | Children of this age are very egocentric. Who they are and what they are like is of great interest to them.   |
| Unit 5<br>Positive People             | For the children to understand some of the qualities God desires to see in people.                        |   |   |   |   |  |   |
| A good helper (double session option) | For the children to understand that God wants us to be helpful.   | Care and compassion<br>Community        | Luke 10:25–37. The parable of the Good Samaritan.                               | God wants us to be kind as He is kind.                        | Children participate in an interactive telling of the parable of the Good Samaritan, and identify the qualities of the actions of the characters. | It is important that children understand that kindness can be given in an unselfish manner, without considering any potential benefit to us.         | Children are learning how to care for members in their school community who differ from themselves.   |
| Looking out (double session option)   | For the children to understand that God wants us to be generous.  | Generosity<br>Friendship                | Luke 21:1–4. The widow's mite.  | God wants us to be generous as He is generous.                | Children participate in a re-enactment of the story of the widow's mite, and reflect on the generosity of the woman and of the Good Samaritan.    | Children can be generous in many ways towards others in their community.   | Children are learning the importance of sharing and valuing those around them in the school community.  |
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