

# Scope and sequence

## Quest 1 (Yellow Series)

Lesson	Purpose	Values	Biblical Basis	Main Point	Student Experience	Application to Student	Pedagogy Issues
Introductory unit	For students to meet their CRE teacher and to consider what they might like to explore about God this year.	Innovation, inquiry and curiosity Persistence Respect	Matthew 7:7	CRE is a time to explore God.	Meeting their new CRE teacher and considering what their expectations are of CRE this year.	The students are given the opportunity to list their hopes for CRE this year. They are encouraged to have an attitude of enquiry to the sessions.	Students are encouraged to formulate their own questions and to search for evidence to support their stance.
Unit 1 Meeting Jesus	For students to develop their understanding of the person of Jesus by studying what He reveals of Himself in three instances in the New Testament.						
He is amazing	For students to explore the different judgments that the crowd who met Jesus made.	Integrity Trust Understanding, tolerance and inclusion	Mark 7:31-37	Jesus' actions help us to know who He is.	Hearing the story of a man who met Jesus and was amazed.	Understanding the Christian belief that Jesus is a person worth getting to know. They might be amazed just as the crowd was amazed.	Students are learning to look critically at an idea and explain why they believe something and are able to provide evidence to support their stance.
Everyone is valuable	For students to understand that Jesus welcomes ordinary people because He values all people.	Friendship Understanding, tolerance and inclusion Respect	Mark 1:16-20 Luke 5:1-11	Jesus choose ordinary people like us to be His followers	Exploring the interaction between Jesus and ordinary people.	Jesus chooses ordinary people like us to be His followers.	Students explore how it feels to be excluded from a group. They are developing an appreciation for differing ideas and beliefs.
Embracing all	For students to understand that everyone is important to Jesus.	Understanding, tolerance and inclusion Respect Equity	Luke 17:11-19	Jesus welcomes anyone and we should do the same.	Learning that Jesus regards everyone as important. Recording when they have said thanks.	Hearing the Christian belief that everyone is important to God	Students are learning the values that are important in a multicultural society such as respect and tolerance.
Unit 2 Easter	For students to understand that the events of Easter were all part of God's rescue plan, motivated by love for humankind.						
Time to get ready	For students to understand the value of being prepared for difficult situations.	Friendship Loyalty Trust	Mark 14:12-42	Jesus prepares Himself and the disciples for the Easter event.	Identifying ways people prepare for important and tough events, and learning how Jesus prepared for the big event of Easter.	Understanding that prayer was one of the strategies used by Jesus as he faced the tough time ahead.	Students understand that values affect our behaviour. They explore national symbols and celebrations and their underlying meaning.
Good or bad news?	For students to investigate the paradox of Jesus' crucifixion being a good day.	Innovation, inquiry and curiosity Trust Love	Mark 14:43-15:47	It can appear that God is defeated in the events of Good Friday, but the outcomes proves otherwise.	Exploring what is good and what is bad about the events of Easter.	Many events can have positive and negative outcomes. Students are learning to think critically about their life experiences.	The events of Easter are complex. We need to be careful to help students explore these events in a way they can understand.

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Happy endings	For students to understand that God's plan for Jesus was good.	Integrity Trust	Mark 10:32-34 Mark 16	The resurrection demonstrated that God was in control of the events of Easter.	Recalling the events surrounding the resurrection.	Understanding the Christian belief that God fulfils His plans and the outcome was good.	Students are able to set goals and evaluate whether these goals have been met.
Unit 3 What happened next	For students to learn of the events that followed the resurrection of Jesus by looking at the growth of the early church and recognising that this growth was influenced by their beliefs.						
Passing on the role	For students to understand that the followers of Jesus were given an important role by Jesus.	Integrity Understanding, tolerance and inclusion Responsibility	Acts 1:3-11	Jesus passed on an important role to the disciples.	Considering the concept of roles in our society and making a connection between the events of Easter and the growth of the church.	Students are familiar with the concept of roles and that authority and responsibility come with a role.	It is important that the students start to make connections between the events of the life of Jesus and the growth of the early church.
Stand up for what you believe	For students to understand that God can help us to speak boldly.	Integrity Doing your best	Mark 14:66-72 Acts 2:1-4 Acts 2:14-41	God changed Peter into a bold advocate for the truth.	Considering what it takes to stand up for what you believe. Hearing the experience of Peter.	Considering the things they should stand up for.	Excellence and doing your best are goals that are promoted in the classroom.
Living what you believe	For students to understand that beliefs need to be lived out in our attitudes and behaviours.	Care and compassion Excellence Respect	Acts 2:43-47	Faith is to be demonstrated in behavior.	Considering how their own beliefs affect their attitudes towards themselves, others and God.	Understanding the Christian belief that trust in God is to be demonstrated in changed behaviour.	Students are learning to 'step into someone else's shoes.'
Unit 4 Life values	For the students to explore some of the values to be held by the Christian community and how they might be applied today.						
Random acts of kindness	For students to understand the value of doing good without the need for affirmation.	Integrity Care and compassion Responsibility	Matthew 6:14	Help those around you without drawing attention to yourself.	Listing ways in which they can contribute to the wellbeing of others.	Understanding the Christian belief that people should not be dependent on affirmation to do what is right.	Students explore how peers can influence their behaviour and consider their response options.
Don't worry	For students to understand that because God is in control we do not need to worry.	Resilience Courage Trust	Matthew 6:25-34	God is in control and loves us so we don't have to worry.	Connecting what they have learned about Jesus in CRE with His command not to worry.	Understanding the Christian belief that Jesus will help us not to worry on the basis of what we know about Him.	Students are encouraged to become reflective learners, which includes the ability to translate thought into action.
Living the life	For students to identify God's values in the way that Father Damien chose to live.	Integrity Love Respect	Leviticus 14:1-9 Mark 1:40-45	Father Damien is a good example of someone who lives out God's values.	Hearing of one man's example of Jesus' love for all including those ostracized by leprosy.	People still choose to live God's way.	Students recognise the need to develop ethical frameworks for operating in the classroom and beyond.

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Don't give up	For students to understand that it is important to be persistent.	Persistence Excellence Trust	Matthew 7:7-11 Luke 18:1-7	We can talk to God about anything.	Considering the value of persistence in their lives	Understanding the Christian belief that people can be confident to talk with God regularly and persistently about many things.	Students are able to connect their learning with real life.
Unit 5 A book worth reading	For students to develop an appreciation that the Bible is one book, made up of many books, that records God's relationship with His people.						
Write it down!	For the students to understand that the Bible is the record of God's relationship with His people.	Innovation, inquiry and curiosity Understanding, tolerance and inclusion Community and participation	Deuteronomy 5: 1-21; 6: 1-9; Exodus 1: 1-11; 12: 31-32; 13: 21-22; 14: 21-22	God told the people to write down and remember His laws and what He had done for them.	Hearing a brief history of the Hebrew people with a focus on the charge to write down God's laws.	This review gives a context for the rest of the unit.	Students are able to make comparisons between pieces of text.
Looking back	For the students to explore what the Bible tells us about God.	Care and compassion Equity Community and participation	Exodus 16: 1-36; John 6: 1-14	In the Bible, we can read of God's care of people in the past.	Comparing two accounts of God feeding the people.	This session is helping students to begin to learn how to interpret the Bible.	It is important that the two texts are taken as they were understood by the faith community: as accounts of how God had interacted with people in the time of Moses and of Jesus.
For memory's sake	The students will understand that the Bible is a written record of God's relationship with His people.	Respect Diversity Honesty and trustworthiness	Nehemiah 8: 1-9:15	The people of Jerusalem were reminded of God's care in the past and celebrated it in the present.	Hearing the account of the people of Jerusalem revisiting and celebrating God's care of them.	Understanding the Christian belief that it is important to remember and celebrate what God has done for His people in the present as well as in the past.	It is important that we help students recognise the importance of celebrating personal and community events.