

### Quest 1 Yellow Scope and Sequence

Unit	session	Purpose	Values	Biblical Basis	Main Point	Student Experience	Application to Student	Pedagogy issues
	1	For the students to meet their CRE teacher and to consider their expectations of CRE this year.	Friendship Trust	Matthew 7:7 The students are encouraged to have an enquiring mind as they approach CRE this year.	CRE is a time to explore about 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.
1 Meeting Jesus	1	For the students to learn that Jesus can be trusted as he is in charge of the physical world.	Integrity Trust Understanding tolerance and inclusion	Mark 7:31-36 Jesus revealed who He was through His words and actions. He shows His authority over the physical world by healing a deaf/mute man.	Jesus is master over the natural world.	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.
	2	For the students to understand the Christian belief that Jesus welcomes ordinary people.	Friendship Significance	Mark 1:16-20; Luke 5:1-11. Jesus chooses four of His disciples.	Jesus chooses 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.
	3	For the students to appreciate that our social standing is not important to God. He welcomes those who have faith.	Inclusion Respect Equality	Luke 17:11-19. Jesus praised the Samaritan for coming back and thanking Him.	Jesus opens His circle for people who have faith.	Choosing to thank others and learning that God welcomes all people.	Understanding the Christian belief that Jesus welcomes those who have faith.	Students are learning the values that are important in a multicultural society such as respect and tolerance.

2 Easter	1	For the students to recognise that the events of Easter were part of God's rescue plan by looking at the way Jesus made preparations for his death.	Friendship Loyalty and trust Contribution	Mark 14:12-42 Jesus spends time preparing Himself and the disciples for what is ahead.	Jesus prepares Himself and the disciples for the events that are about to take place.	Identifying ways people prepare for important and tough events, and learning how Jesus prepared for the big event of Easter.	Understanding the Christian belief that the events of Easter were all part of God's saving plan.	Students understand that values affect our behaviour. They explore national symbols and celebrations and their underlying meaning.
	2	For the students to investigate the events leading up to the death of Jesus, to appreciate the sense of defeat that prevailed, even though God was in control.	Exploration Trust	Isaiah 52:13-53:6 Isaiah portrays the suffering servant of God. Mark 14:43-15:47 Jesus is arrested, questioned and crucified.	It appeared that God had been defeated by the events of Easter, but the outcome proved otherwise.	Recounting the events that led up to the crucifixion that appeared to end in defeat.	Understanding the Christian belief that God is still there, even when we don't understand why things are happening.	Students demonstrate self-control and empathetic behaviour towards others.
	3	For the students to recognise that God's plans succeed as demonstrated in the resurrection.	Integrity Trust	Mark 16; 10:32-34 The resurrection validated Jesus' death and showed that God had the victory.	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.	Students are able to set goals and evaluate whether these goals have been met.
3 What Happened Next?	1	For the students to understand that the followers of Jesus were commissioned by Him to carry on his work, with the promise that He would continue to be with them.	Friendship Belonging Inclusion Integrity	Mark 6:7-13; Acts 1:3-11. Jesus told the disciples to remain in Jerusalem until they had received the power of the Holy Spirit.	Jesus passed on His 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.	Understanding the Christian belief that the Holy Spirit was given to be with us at all times, to fulfil our God-given role.	Students are familiar with the concept of roles and that authority and responsibility come with a role.

	2	For the students to learn that God can help us speak the truth boldly, by looking at the transformation of Peter into a bold advocate of Jesus.	Doing your best Integrity	Mark 14: 66-72; Acts 2.1-4, 14-41 God changed Peter into a bold speaker of the truth.	God changed Peter into a bold advocate of the truth.	Recounting the change that God brought about in Peter, enabling him to speak the truth boldly.	Understanding the Christian belief that God can help us speak the truth boldly.	Excellence and doing your best are goals that are promoted in the classroom.
	3	For the students to understand that God wants us to live out our beliefs in our attitudes and behaviours.	Care and compassion Wellbeing Respect	Acts 2:43-47. The disciples shared the good news and their belongings.	Faith is to be demonstrated in behaviour.	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 can 'step into someone else's shoes.'
4 Kingdom Values	1	For students to understand the value of doing good, without the need for human affirmation.	Integrity Responsibility Freedom	Matthew 6:1-4 We are to show God's love to others in practical ways.	God wants us to help those around us, in an inconspicuous way.	Listing ways in which they can contribute to the wellbeing of those who are less fortunate.	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.
	2	For students to understand that God is in control of all things and we therefore need not worry.	Integrity Courage Doing your best	Matthew 6:25-34. Jesus points to wildflowers and birds. If He cares for them, won't He also care for us?	God's kingdom is distinctive and His followers are to be distinctive in the way they live.	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.
	3	For the students to identify God's values in the way Father Damien chose to live.	Integrity Love Respect	Father Damien chose to show God's love to those suffering leprosy in Hawaii.	Father Damien was an example of God's values being lived out.	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.
	4	For the students to understand that perseverance is to be applied to prayer	Perseverance Communication Trust	Matthew 6:7-13; 7:7-11. We are to be confident and persistent in prayer.	Jesus encourages us to talk to God confidently and regularly about many things.	Considering the value of perseverance in their lives, as well as in prayer.	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.

5 Old Testament People of Faith	1	For the students to understand that God can help us persevere in the hard times, by looking at the example of Caleb.	Perseverance Integrity Responsibility	Numbers 13:2, 25, 30-14:3, 24 Caleb believed the Israelites were to enter the new land despite the misgivings of his peers.	Caleb was positive and persevering despite negative companions.	Recounting how God helped Caleb persevere under pressure.	Understanding the Christian belief that God can help students persevere in the hard times.	Students are learning to persist when experiencing difficulty.
	2	For the students to understand that doing what is right in God's eyes is more important than peer acceptance or keeping the status quo.	Faith Integrity Courage	Nehemiah 1:1-6, 19-20; 4:6-11; 6:15-16. Nehemiah suffered much scorn as he directed the rebuilding of the city walls.	Nehemiah knew what was right in God's eyes and did this despite the opposition he suffered.	Reflecting on their own responses and willingness to do what is right when pressured to do otherwise.	Understanding the Christian belief that doing what is right in God's eyes is more important than peer acceptance.	Students are learning to accept and display empathy for the points of view and feelings of others.
	3	For students to understand that God cares for all people, by looking at the example of the 5 sisters.	Courage Trust Inclusion	Numbers 26:33; 27:1-11; 36:1-13; Joshua 17:3 Inheritance rules were made to be fairer.	God upheld the claim for equality made by these women about inheritance rules.	Discovering, through the account of the five sisters that vulnerable people matter to God.	Understanding the Christian belief that everyone who follows God's way has a special place in God's community.	Students are able to demonstrate cultural sensitivity in their relationships with others.