



genr8ministries

# High School Special Religious Education Genr8 Curriculum Document

**For Teachers 2013**

This document when combined with all its nominated resources provides teachers with a complete curriculum outline covering school years 7-10 (DEC stages 4 & 5).

Version 3: 02/12/2013



## Introduction

The NSW Education Act 1990 makes provision for the teaching of Special Religious Education (SRE) in both Primary and Secondary Government schools, by approved Providers. Genr8 is not an approved SRE Provider, and works alongside other denominations and religious bodies.

Special Religious Education (SRE) is the opportunity for local (approved) churches to nominate representatives (SRE teachers) to go into their local state school and teach about their distinctive beliefs and practices. All students are welcome to attend SRE classes. Genr8 is committed to helping church communities raise funds to enable passionate, qualified people to go into NSW State High Schools and teach SRE classes. Paid SRE teachers help to ensure high quality and consistency in our state schools

Genr8 welcomes the opportunity afforded to other religious persuasions to deliver quality SRE to students in Government schools. It acknowledges that the purpose for which access is provided is to enable students from various religious persuasions to be educated on the tenets of their faith using contemporary teaching methods and suited to the appropriate stage of students' faith development.

## Authorised Curriculum

The Department of Education & Community (DEC) now requires all SRE Providers to have a copy of their curriculum, or a curriculum summary, publicly available online. Genr8 ministries is not an approved provider of SRE as defined by the DEC of NSW. Therefore this curriculum framework cannot be referred to as an approved program document by boards upon which their individual curriculum has been based. However, approved providers are welcome (and encouraged) to use this document as a source for the development of their own curriculum.

The curriculum is designed to be used in conjunction with the program outline and the student work books indicated in the outline. It is recommended that teachers use the work books where possible. The current high school program outline is a draft only and we expect to develop further resources over the next 12 months.

Each teacher must have their own copy of the teacher's manual for the lesson being taught. The lesson plan and content can be supplemented with ideas from the teacher and other resources. Any non-substantial changes to the lesson must maintain the messages and learning outcomes of the lesson as outlined in the teacher's manual. Any proposed substantial change must be authorised by the CEO of Genr8 ministries.

## Cross Authorization of Curriculum

In the context of joint-denominational SRE the senior minister of a local church can only authorise the use of the other curriculum where SRE is predominantly staffed SRE Teachers from their denomination. If another denomination provides the majority of the teachers, or the SRE coordinator is from another denomination, then the senior minister can approve the use of the authorised curriculum of that SRE Provider. This approval is subject to the curriculum being publicly available online.



## How to Use this Document

### An outline

Used as an outline the curriculum document allows teachers, students and parents to see how the SRE course fits together. The program assists teachers to prepare a range of lessons that provide their class with a systematic exploration of the key themes of the Bible, Christian doctrine and application; structured into a matrix that allows for lessons to be planned and taught at a developmentally appropriate time.

### A review document

At times teachers will come across resources that they feel would work well with their class. This program allows teachers to make effective decisions about where best to use these resources to enhance the resources indicated.

### A curriculum statement

This document when combined with all its nominated resources, provide teachers with a complete curriculum outline covering school years 7-10 (DEC stages 4 & 5). The individual resource components need to be purchased independently from their nominated publishers. Other resources may be used to compliment or enhance this program, but only those indicated in this document are recognized as aligning with the specific nominated teaching aims and objectives.

### What this document isn't.

This document does not instruct teachers how to teach specific lessons. Individual teachers (or SRE boards) will need to purchase the nominated resources to obtain specific lesson plans, teaching ideas, resources, student workbooks and additional information. Individual teachers are then free to adapt the lessons to suit the context in which they are teaching, the individual needs of the students in their classes and their own teaching style. Teachers are free to write their own lesson plans under the overall curriculum structure, program, learning outcomes, aims and objectives that are presented in this curriculum document.

## Referencing system

All the resources mentioned in this program are identified by a reference code. This allows teachers to quickly identify where this resource best fits into the program. From time to time new resources may be added to enhance or replace a current unit of work.

Example: 'Spectators Guide to World Religions' by John Dickson. Program code **Yr10R1-4**  
This resource is suitable for: **Year 10, Response (R), teaching weeks 1-4**



## Definitions

For the purpose of this outline these definitions are intended:

**Curriculum:** This document is a curriculum in that it is an outline of the complete SRE course from DEC stage 4 to stage 5 (year 7 to year 10).

**Program:** Outlines how the four broad thematic areas are develop sequentially (horizontally and vertically) over the course of a students' progress from DEC stages 4 & 5 (year 7 to year 10). In each year across the four thematic areas, the program outline suggests subjects, resources and some brief outcomes.

## Curriculum Structure

The curriculum is structured both thematically and sequentially and develops both horizontally throughout each school year through four broad themes, and develops vertically as each theme is built on from DEC stage 4 to stage 5 (year 7 to year 10).

### Thematic

The curriculum is divided broadly into four thematic areas, with a new theme being addressed, in each term of the school year.

- a. **Biblical Foundations (BF)** An exploration of broad concepts of Christian theism (who is God, what is He like etc) the background, purpose, structure and validity of the Bible
- b. **Biblical Message (BM)** Looking at the specific teaching of the Bible and what it says about God, people and the world. Typically this would be taught through an exploration of Bible text.
- c. **Response (R)** Recognising that throughout the Bible, God calls on us to respond to Him. Exploring what it means to be a Christian and how we can respond to Him. Understanding how Christianity differs from the claims of other religions.
- d. **Christianity and Life (C&L)** Exploring issues that people face and what the Christian faith (through the teaching of the Bible) has to say about these (eg. relationships, poverty, war, injustice, self image, etc)

### Sequential

- The structure allows for both horizontal and vertical exploration of ideas.
  - **Horizontal** In each school year the content moves from being broad (eg. looking at Christianity and / or the Bible, its history, structure etc (BF), through specific teaching of the Bible (BM), to the Bible's call for a personal response from people (R) , and finally for people who have responded, exploring how to live applying the Bible's teaching in today's world (C&L)
  - **Vertical** Content areas outlined in a particular theme builds on the knowledge / understandings of the content from that theme in a previous year or stage (eg. Biblical Foundations (BF) in Stage 5, builds onto Biblical Foundations (BF) content from Stage 4).



## Curriculum Overview

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
	<b>Biblical Foundations (BF)</b>	<b>Biblical Message (BM)</b>	<b>Response (R)</b>	<b>Christianity and Life (C&amp;L)</b>
<b>Stage 4 (Year 7)</b>	Christian Foundations & Fence Posts. CEP Lessons on Tap Unit 1&2	Jesus' life & message. (Mark's Gospel) CEP Mistaken Identity	Things young people think about CEP Lessons on Tap Unit 5	The sermon on the mount CEP: Another Dimension
<b>Stage 4 (Year 8)</b>	The Bible's story of salvation CEP Finding Your Way	Luke's Gospel CEP: Radical Jesus	Old Testament people and events CEP Lessons on Tap Unit 3	Engaging with the big questions of life. CEP Your Sneaking Suspicions? (part 1)
<b>Stage 5 (Year 9)</b>	Learning from the past CEP: Life in the Past Lane	Exploring biblical themes CEP: No Turning Back	Examining who you are & what God created people to be. CEP: YOU: an introduction	Engaging with the big questions of life. CEP Your Sneaking Suspicions? (part 2)
<b>Stage 5 (Year 10)</b>	Looking at historical Jesus CEP: Historical Jesus	Studies in John's Gospel CEP 10:10	How is Christianity different from other religions? CEP: A Spectators Guide to World Religions	Christian Ethics CEP The Good the Bad and the Ethical (parts 1 &2)



## Program Detail

### YEAR 7BF

<b>YEAR:</b>	<b>7</b>	<b>Program #:</b>	<b>Yr7BF</b>
<b>Term:</b>	<b>1</b>	<b>Resource:</b>	<b>Lessons on Tap (CEP) Unit 1 &amp; Unit 2</b>
<b>Strand:</b>	<b>Biblical Foundations (BF)</b>		

Unit	Topic Summary		
<b>Title</b>	<b>Who is God?</b>		<b>Christian Foundations &amp; Fence Posts</b>
1	The Creator of the world	5	Sin and death
2	God is Love	6	Grace and forgiveness
3	God is all powerful all knowing and all present	7	Faith and Jesus
4	God is merciful and just	8	Purpose for life now and forever

**Progression:**

This is the first unit of study for students entering Year 7 SRE (stage 4). Students may be familiar with some concepts of God and the Bible if they have attended SRE in infants / primary school (stage 3), or if they have had a connection to a local church. It will be critical to ascertain the range of understandings that exist within the class group to ensure that foundational concepts are not assumed.

**Aim:**

The aim of this unit is to introduce students to God as He is presented in the Bible. For them to examine His character and therefore His actions, recognising that God is relational and speaks to us through His word, the Bible.



## YEAR 7BF

<b>Objectives:</b>		
<b>Knowledge and Understanding:</b>	<b>Skills:</b>	<b>Values and Attitudes:</b>
<ul style="list-style-type: none"> <li>understand the concept of a divine power (God) as explained through the Bible.</li> <li>apprehend the claims of the Bible relating to God's character, purpose and action from before recorded time until the present and into the future.</li> <li>realise the historical context of the Bible, it's purpose construction and claims.</li> <li>appreciate the claim that God and His message (in the Bible) are relevant to current society, in that God calls all people to respond to Him and His rule over them.</li> </ul>	<ul style="list-style-type: none"> <li>Read, write, view, listen to, and talk about a number of topics.</li> <li>Locate information using reference and information skills using classroom Bibles, workbooks, video, computers</li> <li>Consider the accuracy and reliability of information</li> <li>Consider the differences between fact and opinion</li> <li>Critically reflect on the purpose of information and the effect on its audience</li> <li>Participate positively in classroom discussions and activities.</li> <li>Acknowledge the differing opinions of others and respond appropriately to these.</li> </ul>	<ul style="list-style-type: none"> <li>Take responsibility for one's own actions</li> <li>Following classroom rules regarding appropriate speech and conduct.</li> <li>Respecting different viewpoints and belief systems</li> <li>Recognising that cultural and religious groups may differ in their views on moral issues</li> <li>Appreciating and valuing the place of religions, beliefs and moral codes in the lives of individuals and groups</li> <li>Appreciating and valuing the different spiritual and religious traditions that have provided the foundations of our society.</li> <li>Continuing to develop a personal value system and recognising that this is based on our moral / religious beliefs.</li> </ul>
<p><b>Comments:</b></p> <p><b>Key Themes include</b></p> <ol style="list-style-type: none"> <li>God is the mighty Creator of the world and everything in it, therefore us. It belongs to Him and so he rules over it. Genesis 1:2-2:3, Psalm 89: 8-9</li> <li>God is love and in Jesus we see the extent of God's love making it possible for humanity to have a loving relationship with God. Romans 8:37-39; 1 John 3:1, 16; 4:16.</li> <li>God is all-powerful, all-knowing and all-present. Christians feel both awe and encouragement that He is like this. Psalm 139:1-18, Psalm 147:4-5</li> <li>God is merciful and just. His perfect justice demands that sin is dealt with, He offers mercy and forgiveness through Jesus. Romans 3:23-26, 1 Peter 3:18a</li> <li>Jesus is God's son who came to save those who have faith in Him from the punishment of sin. John 3:16-17, Acts 2:14-38</li> <li>The Bible is God's revealed word to mankind, in it He shows us all we need for us to know Him and have life in Him. The Bible tells the story of God's interactions with people through History, climaxing in Jesus' death and resurrection. John 20:30-31, 2 Tim 3:16-17</li> </ol>		



## YEAR 7BM

<b>YEAR:</b>	<b>7</b>	<b>Program #:</b>	<b>Yr7BM</b>
<b>Term:</b>	<b>2</b>	<b>Resource:</b>	<b>Mistaken Identity</b>
<b>Strand:</b>	<b>Biblical Message (BM)</b>		

Unit	Topic Summary		
<b>Title</b>	<b>Jesus' life through the Gospel of Mark.</b>		
1	Is this the one? Mark 1:1-3	6	Kingdom Lessons Mark 8:31-10:52
2	Mistaken Identity Mark 1:14-3:6	7	Into the furnace Mark 11:1-13:37
3	Confusion Reigns Mark 3:7-6:6a	8	Mission Accomplished! Mark 14:1-15:47
4	Collision Course Mark 6:6b-8:21	9	Mystery Revealed Mark 16:1-8
5	Turning Point Mark 8:22-8:30		

### Progression:

For many students this may be the first time that they have read any of the Bible text, or may for the first time be reading a larger section of narrative text. There is value in ensuring the students know what type of writing it is (Gospel narrative) that it is based on eyewitness accounts and isn't intended to be read as myth or fable.

If possible provide all the students in the class with an actual Bible they can read from, and guide them by explaining the parts of the Bible, that it is God's word for us and that it points to Jesus as the God's son, our saviour.

### Aim:

Through the Gospel of Mark to introduce students to Jesus as God's king in whom they can place their belief, trust and hope.



## YEAR 7BM

Objectives:		
Knowledge and Understanding:	Skills:	Values and Attitudes:
<ul style="list-style-type: none"> <li>the story of Jesus as told by Mark</li> <li>Mark's portrayal of Jesus as the suffering servant Messiah</li> <li>the call to follow Jesus as the living King.</li> </ul>	<ul style="list-style-type: none"> <li>Read, write, view, listen to, and talk about a number of topics.</li> <li>Locate information using reference and information skills using classroom Bibles, workbooks, video, computers</li> <li>Consider the accuracy and reliability of information</li> <li>Consider the differences between fact and opinion</li> <li>Critically reflect on the purpose of information and the effect on its audience</li> <li>Participate positively in classroom discussions and activities.</li> <li>Acknowledge the differing opinions of others and respond appropriately to these.</li> </ul>	<ul style="list-style-type: none"> <li>appreciate the unique sacrifice of Jesus as the suffering servant Messiah</li> <li>consider Jesus as the king worthy of our allegiance</li> <li>express opinions about Mark's presentation of Jesus</li> <li>engage with the gospel at a personal level, considering the call to follow Jesus as the means to attain authentic life.</li> </ul>
<p><b>Comments:</b></p> <p>The teaching resource allows for flexibility in the activities chosen, to fit a wide range of contexts. It is not expected that all activities will be attempted. Different learning styles, interests and abilities have been catered for. The introductory page for each section gives the 'bottom line' or key idea that will be explored. This is followed by 'aim and outcomes' that will provide focus and allow for evaluation of the lessons. 'Background notes' provide the teacher with some understanding of the passage and places it in the context of the gospel. The major emphases of each chapter are fleshed out here and lead in to the activities.</p> <p>The main components of each section are then built around the <b>Kick off – Engage – Follow it up</b> structure.</p> <p><b>Kick off</b></p> <p>These activities get the students thinking about the key issues in this section. They involve some form of discussion introducing some concepts to be dealt with in the subsequent lesson.</p> <p><b>Engage</b></p> <p>The double page spread provides you with a mini version of the student pages. You can see how suggested activities link to the student handbook, and provide a guide through the material in Mark.</p> <p><b>Follow it up</b></p> <p>Extension activities building on the bottom line of each chapter are provided here. There are a variety of options – discussion, role-play, short writing tasks, group work and personal response.</p>		



## YEAR 7R

<b>YEAR:</b>	<b>7</b>	<b>Program #:</b>	<b>Yr7R</b>
<b>Term:</b>	<b>3</b>	<b>Resource:</b>	<b>Lessons on Tap (Unit 5)</b>
<b>Strand:</b>	<b>Response (R)</b>		

Unit	Topic Summary		
<b>Title</b>	<b>Things young people think about</b>		
1	Image – how does God see me?	5	Top 10 Questions from the box
2	Sexuality and relationships		
3	Suffering and tragedy		
4	The future and you		

**Progression:**

This unit follows on from the Gospel of Mark which introduces to Jesus; the central figure of Christianity. As we think about the call of Jesus on our lives we explore some of the issues that may be barriers to our response, reasons to respond to Jesus and areas that will be affected when we respond to Jesus.

**Aim:**

This unit addresses a number of issues that young people are beginning to think about. These issues are approached from a biblical perspective.



## YEAR 7R

<b>Objectives:</b>		
<b>Knowledge and Understanding:</b>	<b>Skills:</b>	<b>Values and Attitudes:</b>
<ul style="list-style-type: none"> <li>the gospel in the Gospel</li> <li>God's overarching plan of salvation</li> <li>Introduction to biblical theology as a way to read and understand the Bible as a whole</li> </ul>	<ul style="list-style-type: none"> <li>recognise the gospel is given in a Gospel narrative</li> <li>begin to develop a theological framework</li> <li>be able to recognise how the gospel of Jesus fits into the Bible as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>appreciate the unique book that the Bible is as it has developed through large spans of time and multiple authors</li> <li>consider Jesus as the fulfilment of God's salvation plan</li> <li>express opinions about the presentation of the gospel of Jesus</li> <li>engage with the gospel at a personal level, considering the call to follow Jesus as the means to attain authentic life.</li> </ul>
<p><b>Comments:</b></p> <p>The resource is designed for children rather than youth, but can be adapted easily to be suitable to students in year 7 (stage 4). Each lesson can be supplemented with more Bible references and resources such as personal testimonies and supporting video clips etc. It would be important each lesson to remind the students of what has already been taught and to build on this knowledge.</p> <p>The colours represent the six phases of God's salvation plan. At this point an introduction to biblical theology through this topic may be beneficial in giving students the over arching or meta-narrative structure of the Bible. This would be appropriate to develop the progression from stage 3 (primary) into stage 4 (year 7).</p>		



## YEAR 7C&L

<b>YEAR:</b>	<b>7</b>	<b>Program #:</b>	<b>Yr7C&amp;L</b>
<b>Term:</b>	<b>4</b>	<b>Resource:</b>	<b>Another Dimension</b>
<b>Strand:</b>	<b>Christianity and Life (C&amp;L)</b>		

Unit	Topic Summary		
Title	The sermon on the mount		
1	Who am I trying to impress?	5	An Audience of One?
2	Do I Stand out?	6	What do I want more than anything else?
3	What's Going on beneath the Surface?	7	What is my life foundation?
4	Love for my enemy?		

**Progression:**

Moving on from the Biblical Message for Year 7, Yr7C&L draws in to focus on a specific section of the Gospel of Matthew and Jesus' teaching from the sermon on the Mount and how Christians ought to live in the world.

**Aim:**

To introduce the students to the teaching of Jesus in the Sermon on the Mount, challenging them to understand it in the light of the gospel and allowing them opportunity to respond.



## YEAR 7C&amp;L

<b>Objectives:</b>		
<b>Knowledge and Understanding:</b>	<b>Skills:</b>	<b>Values and Attitudes:</b>
<ul style="list-style-type: none"> <li>• How being a disciple of Jesus can make a difference to our lives</li> <li>• The basic principles of Jesus' teaching in Matthew 5–7, especially as it applies to our different relationships</li> <li>• How chapters 5–7 fit into the Gospel of Matthew as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>• Read, write, view, listen to, and talk about a number of topics.</li> <li>• Locate information using reference and information skills using classroom Bibles, workbooks, video, computers</li> <li>• Consider the accuracy and reliability of information</li> <li>• Consider the differences between fact and opinion</li> <li>• Critically reflect on the purpose of information and the effect on its audience</li> <li>• Participate positively in classroom discussions and activities.</li> <li>• Acknowledge the differing opinions of others and respond appropriately to these.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the offer God makes of relationship with him, through Jesus</li> <li>• Be confronted by Jesus' challenging words about living as his disciple</li> <li>• Be challenged to identify how their attitudes and actions could change in response to Jesus' demands</li> <li>• Respond to Jesus' challenge to live as his disciple.</li> </ul>
<p><b>Comments:</b></p> <p>Perhaps the biggest danger in exploring Jesus' teaching in the Sermon on the Mount is that of moralism. In an environment where we are pressured to teach 'values' as an end in themselves, it can be very easy to present Jesus' words as a list of moral standards by which we all should live. These words were originally spoken to Jesus' disciples, his followers who were from the Old Testament people of God. They are a call to live in a certain way in response to the gospel, in response to knowing the Lord Jesus Christ, in response to grace. They are not moral standards given by him in the vain hope of establishing a better world. They are much more exciting and demanding, and much more radical and refreshing than that.</p> <p>With this in mind it is hoped that as you explore this part of Matthew's Gospel with your students you will have the gospel of grace uppermost in your mind. It is the gospel of grace that allows us to be part of life in another dimension – life as a follower of Jesus. It is not assumed that your students are already followers of Jesus. The underlying approach is that students can explore and understand Jesus' words, can discuss and apply them to life today and consider their own response to this challenge to live life in Another dimension.</p>		



## YEAR 8BF

<b>YEAR:</b>	<b>8</b>	<b>Program #:</b>	<b>Yr8BF</b>
<b>Term:</b>	<b>1</b>	<b>Resource:</b>	<b>Finding Your Way</b>
<b>Strand:</b>	<b>Biblical Foundations (BF)</b>		

Unit	Topic Summary		
Title	The Bible's story of salvation		
1	Beginnings Gen. 1-11	5	Remember the promises 1 Kings - Malachi
2	Big Promises Gen 12- Deut.	6	The promise fulfilled Matthew-John
3	A matter of trust Joshua – 2 Chron.	7	The promise continues Acts-Revelation
4	The wisdom books: Job – Song of songs.		

### Progression:

Building on the themes introduced in Year 7, this unit expands on these themes by showing that the Bible whilst being a collection of books is also one book that has one big theme and story to it.

### Aim:

To continue to develop an understanding of the Bible as a whole, tracing the history of God's people and promises from Genesis to Revelation. Also to bring the students to an understanding of how God has rescued His people through the life, death and resurrection of Jesus.



## YEAR 8BF

<b>Objectives:</b>		
<b>Knowledge and Understanding:</b>	<b>Skills:</b>	<b>Values and Attitudes:</b>
<ul style="list-style-type: none"> <li>• identify the books of the Bible</li> <li>• outline the connection between the Old and the New Testament</li> <li>• understand the value of a timeline as a tool for understanding the message of the Bible</li> <li>• to help students understand the importance of the creation story as the foundation for God's involvement with the human race</li> <li>• continue to develop an understanding of biblical theology as a way to read and understand the Bible as a whole</li> </ul>	<ul style="list-style-type: none"> <li>• read, write, view, listen to, and talk about a number of topics.</li> <li>• locate information using reference and information skills using classroom Bibles, workbooks, video, computers</li> <li>• consider the accuracy and reliability of information</li> <li>• consider the differences between fact and opinion</li> <li>• critically reflect on the purpose of information and the effect on its audience</li> <li>• participate positively in classroom discussions and activities.</li> <li>• acknowledge the differing opinions of others and respond appropriately to these.</li> <li>• continue to develop a theological framework</li> </ul>	<ul style="list-style-type: none"> <li>• appreciate the significance of God's promise as a theme that runs through all the stories found in the Bible.</li> <li>• consider Jesus as the fulfilment of God's salvation plan</li> <li>• express opinions about the Bible as a meta narrative</li> <li>• engage with the gospel at a personal level, considering the call to follow Jesus as the means to attain authentic life.</li> </ul>
<p><b>Comments:</b></p> <p>The average class will contain a range of levels of familiarity with the Bible. Some students may have no real knowledge of the Bible, its story or its characters. Discussion will therefore be an important part of your lessons, as it will help students to work through and remember the concepts they are learning. It will also help them as they consider how to apply these concepts to their lives. Promoting a classroom environment in which students can safely and honestly voice their questions, concerns and encouragements will also make this course more effective.</p> <p>Along the way, some concepts – such as God's punishment and judgement – may be difficult for students to reconcile. One key concept which teachers will need to reinforce in each lesson is that the judgement of God sits alongside the mercy of God. Another important concept which may be difficult for students to grasp is substitutionary atonement, which first appears in Chapter 2 with the Passover. Leaving the full explanation of this until Chapter 6 will mean you can teach and explain substitutionary atonement in the light of Jesus' work on the cross.</p> <p>Throughout the Bible, God's faithfulness in keeping his promises is a key theme which will particularly be helpful to reinforce in Chapter 7, where students consider the promises Christians today are holding on to, namely the new creation and Jesus' return. Reflecting on the history of God's promises throughout the Old Testament and the Gospels will reinforce to students that God can be trusted to fulfil the promises Christians hold onto today, as he has done throughout history.</p>		



## YEAR 8BM

<b>YEAR:</b>	<b>8</b>	<b>Program #:</b>	<b>Yr8BM</b>
<b>Term:</b>	<b>2</b>	<b>Resource:</b>	<b>Radical Jesus</b>
<b>Strand:</b>	<b>Biblical Message (BM)</b>		

Unit	Topic Summary		
<b>Title</b>	<b>Radical Jesus</b>		
1	Radical Birth and Beginning	5	Radical Betrayal
2	Radical Teaching and Authority	6	Radical Death
3	Radical Followers	7	Radical Resurrection
4	Radical Opposition	8	Radical Ascension

**Progression:**

In Yr7BM students been exposed to Mark's Gospel the shortest of all the NT Gospels. In Yr8BM students are given another of the NT Gospels, Luke in order to begin to understand that the Gospels are a fulfilment of God's plans of salvation that the students where introduced to in Yr8BF.

**Aim:**

The Radical Jesus unit covers the whole life of Jesus from His radical birth right through to the present day. It attempts to give students an overview of his life by focusing on ten key areas and challenging students to consider the significance of these for their lives.

Therefore *Radical Jesus* aims to:

- Introduce students to the person of Jesus and His teaching
- Challenge students to respond in repentance and faith
- Motivate students to live lives of obedience to God.



## YEAR 8BM

<b>Objectives:</b>		
<b>Knowledge and Understanding:</b>	<b>Skills:</b>	<b>Values and Attitudes:</b>
<ul style="list-style-type: none"> <li>• Explore and be challenged by the miraculous events of Jesus' birth</li> <li>• Discuss and understand the concept of baptism</li> <li>• Understand Jesus' role as a teacher of God</li> <li>• Understand that Jesus demonstrated His love for us when He died on the cross</li> <li>• Investigate the claims and demonstrations of Jesus' authority</li> <li>• Learn about Jesus' call to deny self</li> <li>• Understand that a Christian is not just a title but something lived out in life.</li> <li>• Learn about the opposition that Jesus faced</li> <li>• Learn about the meaning of the parable of the sower</li> <li>• Learn of the circumstances and motivation leading to Jesus' death.</li> <li>• Understand Jesus' reason for willingly facing death</li> <li>• Gain an understanding of the concept of resurrection and the claim that it applies to Jesus.</li> <li>• Understand Jesus' role as the resurrected judge, ruling over the universe.</li> </ul>	<ul style="list-style-type: none"> <li>• Read, write, view, listen to, and talk about a number of topics.</li> <li>• Locate information using reference and information skills using classroom Bibles, workbooks, video, computers</li> <li>• Consider the accuracy and reliability of information</li> <li>• Consider the differences between fact and opinion</li> <li>• Critically reflect on the purpose of information and the effect on its audience</li> <li>• Participate positively in classroom discussions and activities.</li> <li>• Acknowledge the differing opinions of others and respond appropriately to these.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on the significance of the biblical events in light of who Jesus is</li> <li>• Be challenged to love like god loves</li> <li>• Consider whether they have or are willing to submit to the authority of Jesus</li> <li>• Understand what life would look like for them to live as a follower of Jesus</li> <li>• Reflect on the significance of Jesus death for their own lives</li> <li>• Reflect on the concept of grace, and its impact on the life of individuals</li> <li>• Consider their response to Jesus as king and judge</li> </ul>
<p><b>Comments:</b> The Teachers' manual provides clear content and support material as well as a DVD of a dramatisation of Jesus' life (which is used each lesson). The manual also outlines the lesson format that can be followed each time to ensure that the concepts are introduced and developed effectively and students are given the opportunity to explore, discuss, reflect and respond to the teaching about Jesus and the significance of this for their lives.</p>		



## YEAR 8R

<b>YEAR:</b>	<b>8</b>	<b>Program #:</b>	<b>Yr8R</b>
<b>Term:</b>	<b>3</b>	<b>Resource:</b>	<b>Lessons on Tap (Unit 3)</b>
<b>Strand:</b>	<b>Response (R)</b>		

Unit	Topic Summary		
<b>Title</b>	<b>Exploring the people and events of the Old Testament</b>		
1	Noah and God's Promises	5	Bible Quiz
2	Moses and the Law		
3	David and Goliath		
4	Daniel and the Pit of Lions		

**Progression:**

Once the connection between the Old Testament and the New Testament has been established, the value and contribution that the Old Testament makes in coming to an understanding of the person and work of Jesus as the fulfilment of God's promises continues to be explored.

**Aim:**

To help students understand some of the significant events of the Old Testament. Looking at God's promises, His law and justice, and His faithfulness and protection.



## YEAR 8R

<b>Objectives:</b>		
<b>Knowledge and Understanding:</b>	<b>Skills:</b>	<b>Values and Attitudes:</b>
<ul style="list-style-type: none"> <li>• Students learn about the concept of a divine power (God) as explained through the Bible.</li> <li>• Students learn about the claims of the Bible relating to God's character, purpose and action from before recorded time until the present and into the future.</li> <li>• Students learn about the historical context of the Bible, it's purpose construction and claims.</li> <li>• Students learn that Christians claim that God and His message (in the Bible) are relevant to current society, in that God calls all people to respond to Him and His rule over them.</li> </ul>	<ul style="list-style-type: none"> <li>• Read, write, view, listen to, and talk about a number of topics.</li> <li>• Locate information using reference and information skills using classroom Bibles, workbooks, video, computers</li> <li>• Consider the accuracy and reliability of information</li> <li>• Consider the differences between fact and opinion</li> <li>• Critically reflect on the purpose of information and the effect on its audience</li> <li>• Participate positively in classroom discussions and activities.</li> <li>• Acknowledge the differing opinions of others and respond appropriately to these.</li> </ul>	<ul style="list-style-type: none"> <li>• Take responsibility for one's own actions</li> <li>• Following classroom rules regarding appropriate speech and conduct.</li> <li>• Respecting different viewpoints and belief systems</li> <li>• Recognising that cultural and religious groups may differ in their views on moral issues</li> <li>• Appreciating and valuing the place of religions, beliefs and moral codes in the lives of individuals and groups</li> <li>• Appreciating and valuing the different spiritual and religious traditions that have provided the foundations of our society.</li> <li>• Continuing to develop a personal value system and recognising that this is based on our moral / religious beliefs.</li> </ul>
<p><b>Comments:</b>            Each of these Old testament naratives examines God's purposes and work amongst the people of Israel, but also points towards God's greater work through Jesus for all who believe and trust in Him. This unit gives an opporntunity to develop more of a biblical theology. It is also essential for coming to a right and deeper understanding of the person and work of Christ.</p>		



## YEAR 8C&L

<b>YEAR:</b>	<b>8</b>	<b>Program #:</b>	<b>Yr8C&amp;L</b>
<b>Term:</b>	<b>4</b>	<b>Resource:</b>	<b>Your Sneaking Suspicions? (part 1)</b>
<b>Strand:</b>	<b>Christianity and Life (C&amp;L)</b>		

Unit	Topic Summary		
<b>Title</b>	<b>Questions about God and Life</b>		
1	The beauty myth	5	Bible myths
2	Rated R	6	The riddle of suffering
3	The surprise of my life	7	God's elephant
4	Science vs God		

### Progression:

For many of the students God will have no relevance to their everyday life. This term students will get to discuss and consider the things in life that matter and see the role of God in these things. This unit give an opportunity to examine ethical issues from a biblical perspective.

### Aim:

To help students engage with the big questions about life and God. Issues than can be covered in this unit include: life, death, relationships, suffering, forgiveness and meaning. The resources aim to challenge students to grow in their understanding of the Christian faith and to explore how the Christian faith impacts on the issues of life.



## YEAR 8C&L

Objectives:		
Knowledge and Understanding:	Skills:	Values and Attitudes:
<ul style="list-style-type: none"> <li>understand how to read, understand and learn to apply the Bible to their lives and will be introduced to the concepts of biblical theology.</li> <li>learn about the life and teaching of Jesus, come to appreciate the significance of his death and resurrection and consider their own response to him.</li> </ul>	<ul style="list-style-type: none"> <li>Read, write, view, listen to, and talk about a number of topics.</li> <li>Locate information using reference and information skills using classroom Bibles, workbooks, video, computers</li> <li>Consider the accuracy and reliability of information</li> <li>Consider the differences between fact and opinion</li> <li>Critically reflect on the purpose of information and the effect on its audience</li> <li>Participate positively in classroom discussions and activities.</li> <li>Acknowledge the differing opinions of others and respond appropriately to these.</li> </ul>	<ul style="list-style-type: none"> <li>encouraged to see the relationship between faith and behaviour as they examine a range of personal and public ethical issues.</li> <li>encouraged to grow in their personal knowledge of God and in their worship, trust and obedience in the context of Christian community and through opportunities to serve others.</li> </ul>
<p><b>Comments:</b>            The teachers manual is a good resource that allows for high flexibility in the choice of activities and ideas. The big point of each lesson is very clear and the activities fit well into the theme being addressed Each lesson is divided into three parts.</p> <ol style="list-style-type: none"> <li><b>Get started</b> activities get the students thinking from the beginning</li> <li><b>Engage</b> activities provide a wide variety of activities to suit students different learning styles, interest and understandings</li> <li><b>Follow it up</b> helps to focus students on 'the crunch' of each lesson. Meaning that the big idea doesn't get lost.</li> </ol>		



## YEAR 9BF

<b>YEAR:</b>	<b>9</b>	<b>Program #:</b>	<b>Yr9BF</b>
<b>Term:</b>	<b>1</b>	<b>Resource:</b>	<b>Life in the Past Lane</b>
<b>Strand:</b>	<b>Biblical Foundations (BF)</b>		

<b>Unit</b>	<b>Topic Summary</b>		
<b>Title</b>	<b>Life in the Past Lane</b>		
1	The Roman Peace	6	The Renaissance
2	Retreat or Relate	7	The Reformation
3	Emperor Constantine	8	Heroes of the faith
4	The struggle for power	9	The Age of Enlightenment
5	The Crusades	10	The Salvation Army

**Progression:**

In Yr8BF the Bible was examined as a whole book, and how despite large spans of time and multiple authors it was still pointing to Jesus (biblical theology), Biblical Foundations in Year 9 (stage 5) looks at church history and looks at how the story of the Bible (biblical theology) impacted our world.

**Aim:**

To present an overview of church history from 1<sup>st</sup> century through to now.



## YEAR 9BF

<b>Objectives:</b>		
<b>Knowledge and Understanding:</b>	<b>Skills:</b>	<b>Values and Attitudes:</b>
<ul style="list-style-type: none"> <li>• To know about the lives of certain key individual's in the history of the church.</li> <li>• To understand significant events that changed the course of history over the past 2000 years for better or worst</li> <li>• Begin the process of being able to describe and analyse the effect that the gospel, people and events have on the present</li> <li>• Relate church history to the study of history in the NSW boards of studies curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Read, write, view, listen to, and talk about a number of topics.</li> <li>• Locate information using reference and information skills using classroom Bibles, workbooks, video, computers</li> <li>• Consider the accuracy and reliability of information</li> <li>• Consider the differences between fact and opinion</li> <li>• Critically reflect on the purpose of information and the effect on its audience</li> <li>• Participate positively in classroom discussions and activities.</li> <li>• Acknowledge the differing opinions of others and respond appropriately to these.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage the impact of the gospel message on church history and evaluating its impacts on the students lives today</li> <li>• Develop and express opinions about the life changing impact of the gospel on history.</li> <li>• Appreciate the difference that the gospel has made on the history of the western world</li> <li>• Evaluate the gospel message as a major force in the world and consider the impact for the students personally</li> </ul>
<p><b>Comments:</b>            The teachers' manual has an accompanying DVD that contains a series of vox pops. These are divided into the six themes covered by the unit and provide a rich source of input to stimulate the students to share their own ideas, or agree or disagree with those expressed.</p>		



## YEAR 9BM

<b>YEAR:</b>	<b>9</b>	<b>Program #:</b>	<b>Yr9BM</b>
<b>Term:</b>	<b>2</b>	<b>Resource:</b>	<b>No Turning Back</b>
<b>Strand:</b>	<b>Biblical Message (BM)</b>		

Unit	Topic Summary		
<b>Title</b>	<b>Biblical Themes</b>		
1	Grace	4	A place to belong
2	Forgiveness	5	Inheritance
3	Light and Darkness	6	New Life

**Progression:**

In Yr8BF the Bible was examined as a whole book, and how despite large spans of time and multiple authors it was still pointing to Jesus (biblical theology), Biblical Message in Year 9 (stage 5) looks more generally at themes that are reflected broadly throughout the Bible (systematic theology) but are highlighted through the reading of the book of Ephesians.

**Aim:**

To present six biblical themes that lie at the heart of the Christian gospel for students to assess as to good to ignore.



## YEAR 9BM

<b>Objectives:</b>		
<b>Knowledge and Understanding:</b>	<b>Skills:</b>	<b>Values and Attitudes:</b>
<ul style="list-style-type: none"> <li>To know about the promise of grace, forgiveness, entry into the light, a true home, abundant inheritance and new life for all who follow Jesus</li> <li>To understand that the message of Jesus is life changing for those who accept it.</li> </ul>	<ul style="list-style-type: none"> <li>Read, write, view, listen to, and talk about a number of topics.</li> <li>Locate information using reference and information skills using classroom Bibles, workbooks, video, computers</li> <li>Consider the accuracy and reliability of information</li> <li>Consider the differences between fact and opinion</li> <li>Critically reflect on the purpose of information and the effect on its audience</li> <li>Participate positively in classroom discussions and activities.</li> <li>Acknowledge the differing opinions of others and respond appropriately to these.</li> </ul>	<ul style="list-style-type: none"> <li>Engage the gospel message at a personal level, evaluating its significance for their lives</li> <li>Develop and express their own opinions about the life changing ideas raised in Ephesians.</li> <li>Appreciate the difference that faith in Jesus makes to life</li> <li>Evaluate the gospel message as being worthy of attention or not.</li> </ul>
<p><b>Comments:</b>            The teachers' manual has an accompanying DVD that contains a series of vox pops. These are divided into the six themes covered by the unit and provide a rich source of input to stimulate the students to share their own ideas, or agree or disagree with those expressed.</p>		



## YEAR 9R

<b>YEAR:</b>	<b>9</b>	<b>Program #:</b>	Yr9R
<b>Term:</b>	<b>3</b>	<b>Resource:</b>	<b>YOU</b>
<b>Strand:</b>	<b>Response (R)</b>		

Unit	Topic Summary		
Title	Examining who you are		
1	What, anxious? Me?	9	Child
2	What YOU are not	10	Boy/girl
3	Life	11	Dreams
4	Touched	12	Deep Trouble
5	Body	13	Death
6	Free	14	What next?
7	Stuff	15	The real YOU
8	Speech, speech!		

**Progression:** In Yr8R emphasis was given to the students understanding that it is Jesus specifically that people are to respond to, in Yr9R students explore what it means to be a human created by God in his image living in the world. Students are asked to respond to Jesus in and through whom identity is formed.

**Aim:** The aim of this unit of study is to explore the issue of identity and what it means to be human comparing and contrasting what the Bible says about identity with contemporary alternative views.



## YEAR 9R

<b>Objectives:</b>		
<b>Knowledge and Understanding:</b>	<b>Skills:</b>	<b>Values and Attitudes:</b>
<ul style="list-style-type: none"> <li>• Gives opportunity to explore the various facets of what it means to be human</li> <li>• Compares and contrasts what the Bible says about being human with current views</li> <li>• Presents the Bible as a drama climaxing in the death and resurrection of Jesus</li> <li>• Explores the Bible's claims of the Lordship of Jesus</li> <li>• Examines where the individual fits into the unfolding drama</li> </ul>	<ul style="list-style-type: none"> <li>• Read, write, view, listen to, and talk about a number of topics.</li> <li>• Locate information using reference and information skills using classroom Bibles, workbooks, video, computers</li> <li>• Consider the accuracy and reliability of information</li> <li>• Consider the differences between fact and opinion</li> <li>• Critically reflect on the purpose of information and the effect on its audience</li> <li>• Participate positively in classroom discussions and activities.</li> <li>• Acknowledge the differing opinions of others and respond appropriately to these.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate that humans are created by God and what that means for the individual</li> <li>• Expresses the complexity of being human and the anxiety and tension that arises</li> <li>• Be challenged to identify how their attitudes and actions could change in response to Jesus' Lordship and return</li> <li>• Asks the questions how are we going to respond to Jesus's return as judge</li> <li>• Emphasises the value of being human through creation, salvation and God's purpose</li> </ul>
<p><b>Comments:</b></p> <p>These sets of studies accompany the book <i>You: and introduction being human in God's world</i>. There are 15 lessons in the study guide that correlate to the 15 chapters in the book. There is no particular order to the chapters (except for the last 3) so topics can be chosen randomly. The list of topics is not comprehensive and is introductory showing some facets of human identity. Therefore, this material can be taught over two terms or a number of topics selected and taught over 1 term.</p>		



## YEAR 9C&L

<b>YEAR:</b>	9	<b>Program #:</b>	Y9C&L
<b>Term:</b>	4	<b>Resource:</b>	Your Sneaking Suspicions? (Part 2)
<b>Strand:</b>	Christianity and Life (C&L)		

Unit	Topic Summary		
Title	Understanding the Christian life.		
1	Too good for God	5	The dark side of forgiveness
2	The death factor	6	From despair to fear
3	The life factor	7	More than a hunch
4	The crook and the Christ	8	Where to from here?

**Progression:**

This unit builds on concepts introduced in stage 4 (Yr8C&L) and further explores the ways in which God influences and challenges our actions and thoughts in a range of areas of life.

**Aim:**

To help students engage with the big questions about life and God. Issues that can be covered in this unit include: life, death, relationships, suffering, forgiveness and meaning. The resources aim to challenge students to grow in their understanding of the Christian faith and to explore how the Christian faith impacts on the issues of life.



## YEAR 9C&amp;L

Objectives:		
Knowledge and Understanding:	Skills:	Values and Attitudes:
<ul style="list-style-type: none"> <li>understand how to read, understand and learn to apply the Bible to their lives and will be introduced to the concepts of biblical theology.</li> <li>learn about the life and teaching of Jesus, come to appreciate the significance of his death and resurrection and consider their own response to him.</li> </ul>	<ul style="list-style-type: none"> <li>In a safe and supportive environment students will be encouraged to question, discuss and evaluate critically other worldviews and practices</li> <li>Read, write, view, listen to, and talk about a number of topics.</li> <li>Locate information using reference and information skills using classroom Bibles, workbooks, video, computers</li> <li>Consider the accuracy and reliability of information</li> <li>Consider the differences between fact and opinion</li> <li>Critically reflect on the purpose of information and the effect on its audience</li> <li>Participate positively in classroom discussions and activities.</li> <li>Acknowledge the differing opinions of others and respond appropriately to these.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>encouraged to see the relationship between faith and behaviour as they examine a range of personal and public ethical issues.</li> <li>encouraged to grow in their personal knowledge of God and in their worship, trust and obedience in the context of Christian community and through opportunities to serve others.</li> </ul>
<p><b>Comments:</b> The teachers manual is a good resource that allows for high flexibility in the choice of activities and ideas. The big point of each lesson is very clear and the activities fit well into the theme being addressed Each lesson is divided into three parts.</p> <ol style="list-style-type: none"> <li><b>Get started</b> activities get the students thinking from the beginning</li> <li><b>Engage</b> activities provide a wide variety of activities to suit students different learning styles, interest and understandings</li> <li><b>Follow it up</b> helps to focus students on 'the crunch' of each lesson. Meaning that the big idea doesn't get lost.</li> </ol>		



## YEAR 10BF

<b>YEAR:</b>	<b>10</b>	<b>Program #:</b>	<b>Yr10BF</b>
<b>Term:</b>	<b>1</b>	<b>Resource:</b>	<b>Historical Jesus</b>
<b>Strand:</b>	<b>Biblical Foundations (BF)</b>		

Unit	Topic Summary		
<b>Title</b>	<b>Historical Background to Jesus</b>		
1	Jesus in History	5	The Risen Jesus
2	Jesus in Context		
3	Judge and Friend		
4	Jesus Crucified		

**Progression:**

Yr10BF moves from solely biblical sources as a means for determining the validity and message of the Christian faith and explores other valid sources outside of the Bible to evaluate the person, place and message of Jesus Christ, which form the basis of the Christian faith.

**Aim:**

The Historical Jesus sets out to discover what we can know for certain about the life of one of history's best known and most influential figures. It searches back through time for the historical sources that reveal the historical Jesus.



## YEAR 10BF

<b>Objectives:</b>		
<b>Knowledge and Understanding:</b>	<b>Skills:</b>	<b>Values and Attitudes:</b>
<ul style="list-style-type: none"> <li>Exposed to rigorous academic evaluation of the claims of the New Testament</li> <li>Understand that the Bible is a historical document</li> <li>The basis of Christian faith is founded on the Bible and an understanding of its historical context is essential</li> <li>Historical method</li> <li>Historical content and setting of the NT Gospels</li> <li>Background to the Gnostic Gospels</li> <li>How the Bible was recorded and transmitted.</li> </ul>	<ul style="list-style-type: none"> <li>Read, write, view, listen to, and talk about a number of topics.</li> <li>Locate information using reference and information skills using classroom Bibles, workbooks, video, computers</li> <li>Consider the accuracy and reliability of information</li> <li>Consider the differences between fact and opinion</li> <li>Critically reflect on the purpose of information and the effect on its audience</li> <li>Participate positively in classroom discussions and activities.</li> <li>Acknowledge the differing opinions of others and respond appropriately to these.</li> </ul>	<ul style="list-style-type: none"> <li>Consider the implications of a the historicity of the Bible and its implications on faith</li> <li>Be challenged to consider the Bible as reliable history</li> <li>Respecting different viewpoints and scholars opinions</li> <li>See the importance of the cultural, religious and historical background and setting of the New Testament Gospel</li> <li>Reflect on the significance of Jesus in the light of history</li> <li>Respond to the historical data in a reasonable and open way.</li> </ul>
<p><b>Comment:</b> The Historical Jesus explores the historical background to the claims of Jesus as presented in the New Testament Gospels.</p>		



## YEAR 10BM

<b>YEAR:</b>	<b>10</b>	<b>Program #:</b>	<b>Yr10BM</b>
<b>Term:</b>	<b>2</b>	<b>Resource:</b>	<b>10:10</b>
<b>Strand:</b>	<b>Biblical Message (BM)</b>		

Unit	Topic Summary		
<b>Title</b>	<b>Studies in John's Gospel</b>		
1	Who was John?	6	All you can eat
2	First things first	7	See is believing
3	Reading the signs	8	Someone worth following
4	The answer is blowing in the wind.	9	True life
5	Satisfaction guaranteed	10	Making history

**Progression:**

Yr10BM builds on the previous experiences of reading and studying a specific book of the Bible (Yr9BM) to identify God's plan and purpose as fulfilled through Jesus. In this unit John's Gospel is explored.

**Aim:**

*10:10* aims to help students to engage with the issues and concepts promoted by John's Gospel; to allow students to interact with the text presented and evaluate Jesus' claims as presented in the Gospel and their relevance for life today.



## YEAR 10BM

<b>Objectives:</b>		
<b>Knowledge and Understanding:</b>	<b>Skills:</b>	<b>Values and Attitudes:</b>
<ul style="list-style-type: none"> <li>the story of Jesus as told by John one of Jesus' closest colleagues</li> <li>Jesus' claim that he is the source of all created life and the key to eternal life</li> <li>the call to stop doubting and believe in Jesus.</li> <li>identify the 'signs' in John's Gospel</li> </ul>	<ul style="list-style-type: none"> <li>Read, write, view, listen to, and talk about a number of topics.</li> <li>Locate information using reference and information skills using classroom Bibles, workbooks, video, computers</li> <li>Consider the accuracy and reliability of information</li> <li>Consider the differences between fact and opinion</li> <li>Critically reflect on the purpose of information and the effect on its audience</li> <li>Participate positively in classroom discussions and activities.</li> <li>Acknowledge the differing opinions of others and respond appropriately to these.</li> </ul>	<ul style="list-style-type: none"> <li>learn about how we can receive life through Jesus</li> <li>follow the 'signs' to discover Jesus' true identity</li> <li>recognise appropriate responses to the 'signs' Jesus performs</li> <li>read John's Gospel in the wider context of the Bible</li> <li>put their hope in Jesus, not in personal accomplishments, to receive eternal life.</li> </ul>
<p><b>Comments:</b>            John's Gospel is significantly different from the other Gospels (Matthew, Mark and Luke – the Synoptic Gospels). It is probable that John wrote after the other Gospels had been completed and that he was aware of them, especially Mark's Gospel. It is likely that if that is the case, then John wrote to supplement the other gospels and to provide a theological interpretation of the person and work of Christ.</p>		



## YEAR 10R

<b>YEAR:</b>	<b>10</b>	<b>Program #:</b>	<b>Yr10R</b>
<b>Term:</b>	<b>3</b>	<b>Resource:</b>	<b>A Spectators Guide to world Religions</b>
<b>Strand:</b>	<b>Response (R)</b>		

Unit	Topic Summary		
<b>Title</b>	<b>The Five Main World Religions</b>		
1	Hinduism	5	Islam
2	Buddhism	6	Pluralism
3	Judaism		
4	Christianity		

**Progression:**

This unit diverges from the approaches used earlier in Yr7-9R in that it doesn't just present the Christian message in isolation. It provides insight and understanding of five of the world's significant religions (including Christianity), allowing students to then compare and contrast the claims and validity of each.

**Aim:**

To present each of the world religions in their best light. To carefully outline the history, belief systems and spiritual practices of each so that the interested 'spectator' can explore their similarities and differences. The final section focuses on pluralism and that it is an unsustainable position to hold that all religions are equally true.



## YEAR 10R

<b>Objectives:</b>		
<b>Knowledge and Understanding:</b>	<b>Skills:</b>	<b>Values and Attitudes:</b>
<ul style="list-style-type: none"> <li>the background, history, belief systems and spiritual practices of the five world religions</li> <li>The development of the five world religions and their worldview</li> <li>To come to a deeper, balanced understanding of each world religion</li> <li>To be aware of the implications and demands of each religion</li> <li>To understand that pluralism, all religions are true, is not a sustainable position from each of the religions stand point</li> <li>The importance of religions on the individual, family, community and society.</li> </ul>	<ul style="list-style-type: none"> <li>Read, write, view, listen to, and talk about a number of topics.</li> <li>Locate information using reference and information skills using classroom Bibles, workbooks, video, computers</li> <li>Consider the accuracy and reliability of information</li> <li>Consider the differences between fact and opinion</li> <li>Critically reflect on the purpose of information and the effect on its audience</li> <li>Participate positively in classroom discussions and activities.</li> <li>Acknowledge the differing opinions of others and respond appropriately to these.</li> </ul>	<ul style="list-style-type: none"> <li>Consider the implications of the five major religions on those that engage with them</li> <li>Be challenged to consider that pluralism, an understanding that all religions are true, is not a sustainable position from each of the religions stand point</li> <li>Respecting different viewpoints and belief systems</li> <li>Recognising that cultural and religious groups may differ in their views</li> <li>Appreciating and valuing the place of religions, beliefs and moral codes in the lives of individuals, family, community and society.</li> <li>Appreciating and valuing the different spiritual and religious traditions that have provided the foundations of our society.</li> <li>Continuing to develop a personal value system and recognising that this is based on our moral / religious beliefs.</li> </ul>
<p><b>Comment:</b></p> <p>This unit is quite different from others taught in that it spends much of its time focussing on the content and claims of specific religions. It is not an apologetic unit designed to prove the case for Christianity and disparage other religions. Instead it is a legitimate exploration of each, that allows students to be able to make a meaningful comparisons, for them to be able to examine the specific claims of each and to then compare these claims.</p> <p>The focus on pluralism towards the end of the unit is particularly valuable as it challenges students to recognise that a pluralistic position doesn't satisfy any rigorous examination of the claims, and therefore ultimately leaves an individual not holding a justified, well thought through position.</p> <p>There is a workbook that compliments the source book, and provides a broad range of activities, discussion points, quotes, biographies and examples.</p>		



## YEAR 10C&L

<b>YEAR:</b>	<b>10</b>	<b>Program #:</b>	<b>Yr10C&amp;L</b>
<b>Term:</b>	<b>4</b>	<b>Resource:</b>	<b>The Good the Bad and the Ethical</b>
<b>Strand:</b>	<b>Christianity and Life (C&amp;L)</b>		<b>(parts 2, 1 &amp; 3)</b>

Unit	Topic Summary		
<b>Title</b>	<b>Christian Ethics</b>		
4	Foundations (part 2)	1	Individualism (part 1)
5	The Fall / what went wrong? (part 2)	2	Rules vs results (part 1)
6	Redemption (part 2)	3	Values (part 1)
7	The mutual love ethic (part 2)	9	Environmental Ethics

### Progression:

Yr10C&L lays down a biblical foundation for Christian ethics. It is expected that as students continue to develop and mature in the sophistication in which they view and respond to the world around them, that their attitudes and viewpoint will also change. The topics have been taken out of parts 1 & 2 of the program and purposely arranged in the order they appear to lay down a Christian ethical framework (part 2) before presenting other ethical frameworks (part 1). Part 3 could be addressed in Year 11 (stage 6). Each topic can be explored over two weeks, or fits in a short term fortnightly timetable.

### Aim:

*The good, the bad & the ethical* aims to help the students become reflective, intentional moral agents, and to commend the Christian message to them.



## YEAR 10C&amp;L

<b>Objectives:</b>		
<b>Knowledge and Understanding:</b>	<b>Skills:</b>	<b>Values and Attitudes:</b>
<ul style="list-style-type: none"> <li>• Different ethical theories – what lies behind them, and the implications of each for life and our society</li> <li>• The complexity of ethical issues and the inadequacy of simplistic answers to ethical dilemmas</li> <li>• The basis of Christian ethics founded on the large narrative of the Bible, along with individual and</li> <li>• specific instruction</li> <li>• The ‘Mutual Love Ethic’ as a means of approaching ethical questions with a biblical framework in mind</li> <li>• The importance of ethics in contributing to the kind of person we can become.</li> </ul>	<ul style="list-style-type: none"> <li>• Read, write, view, listen to, and talk about a number of topics.</li> <li>• Locate information using reference and information skills using classroom Bibles, workbooks, video, computers</li> <li>• Consider the accuracy and reliability of information</li> <li>• Consider the differences between fact and opinion</li> <li>• Critically reflect on the purpose of information and the effect on its audience</li> <li>• Participate positively in classroom discussions and activities.</li> <li>• Acknowledge the differing opinions of others and respond appropriately to these.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the implications of a Christian approach to ethics for making choices in their own lives</li> <li>• Be challenged to consider the Christian view of the world as the most appealing, comprehensive and life-enhancing of all.</li> <li>• Respecting different viewpoints and belief systems</li> <li>• Recognising that cultural and religious groups may differ in their views on moral issues</li> <li>• Appreciating and valuing the place of religions, beliefs and moral codes in the lives of individuals and groups</li> <li>• Appreciating and valuing the different spiritual and religious traditions that have provided the foundations of our society.</li> <li>• Continuing to develop a personal value system and recognising that this is based on our moral / religious beliefs.</li> </ul>
<p><b>Comment:</b></p> <p>Ethics is a vital topic to consider in a Christian studies program. It forces us to wrestle with life’s big questions. Deciding between right and wrong and attempting to live accordingly is a challenge for any person, Christian or not. Just why we think the way we do when it comes to ethical issues, is a worthwhile question, and it leads us to grapple with questions of God, human nature, meaning and purpose.</p> <p>This program has been rearranged so that the Christian ethic is presented and taught first (part 2) chapters 4 to 7 then once this ethical framework has been laid out, other ethical frameworks are presented (part1) chapters 1 to 3. Part 3 has been set aside for stage 6 (year 11) where applied ethics is presented. If appropriate a couple of these topics could be substituted for part 1.</p>		



## Lesson Plans

Teachers are able to develop their own lesson plans following the broad overview that this curriculum document lays out. Attention should be given to the more detailed subjects for each year that the program outlines and the general direction that the modules example.

Some of the resource material that has been referenced includes lesson plans. Individual teachers (or SRE boards) will need to purchase the nominated resources to obtain these lesson plans, teaching ideas, resources, student workbooks and additional information. Individual teachers are then free to adapt the lessons to suit the context, in which they are teaching, the individual needs of the students in their classes and their own teaching style.

Teachers are free to write their own lesson plans under the overall curriculum structure, program, learning outcomes, aims and objectives that are presented in this curriculum document.

## Lesson Planner

This template can be used to help plan an SRE lesson, seminar or lunch time group:

<b>Class:</b>		<b>Date:</b>		<b>Time:</b>	
<b>Topic:</b>					
<b>Passage:</b>					
<b>Big Idea:</b>					
<b>Application:</b>					
<b>Aim:</b>					
<b>Learning Objectives:</b>					
Knowledge and Understanding:					
Skills:					
Values and Attitudes:					



Time	Timing	Lesson	Resources
		INTRODUCTION	
		<b>MAIN TEACHING</b>	
		<b>APPLICATION (Head/ heart/ feet)</b>	
		<b>CONCLUSION</b>	