



THINK  
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CHRISTIAN EDUCATION  
PUBLICATIONS

# ABOUT THE THINK **FAITH** SRE CURRICULUM





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# ABOUT THE **THINK FAITH** SRE CURRICULUM

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## CURRICULUM **PHILOSOPHY**

The *Think Faith* SRE curriculum provides a learning framework for nurturing, equipping and guiding students in their understanding of the Christian faith. In addition to outlining the areas to be covered over a student's school life, the curriculum also specifies appropriate learning experiences for teachers to use in their classrooms.

The SRE curriculum aims to:

- engage students with the Bible
- encourage students to think more deeply about the beliefs and tenets of the Christian faith
- provide students with opportunities to develop skills in Christian practices
- provide students with the tools to consider issues from a Christian world view
- help students connect their learning with how Christians are called to live.

To achieve these aims, the curriculum:

- uses the Bible as its foundational text
- teaches from a faith perspective
- affirms the voluntary nature of SRE teaching
- connects learning with how Christians are called to live
- values the place of story and storytelling
- recognises the different contexts in which SRE is taught
- supports quality teaching and learning
- acknowledges the relational nature of SRE teaching
- affirms the passion of the SRE teacher
- supports student engagement with text.

## USES THE BIBLE AS ITS FOUNDATIONAL TEXT

Christians believe that the Bible is the word of God; it is therefore important that it is the foundation of all SRE lessons. As the Christian faith is centred on specific content, in particular the saving work of Jesus Christ, it therefore requires an understanding of the Bible. The curriculum teaches the major events, concepts and doctrines of the Bible. While lessons may utilise other material, the Bible informs the Christian world view and is the lens through which issues are seen and addressed in SRE lessons.

This curriculum uses the NIRV (New International Readers Version). This translation has translated the Bible from the original language and, in the process, lowered the reading level by simplifying the words and shortening the sentence length. The NIRV is a clear, readable Bible that is suitable for students in both primary and high school and for students from non-English speaking backgrounds. Because of its relationship with the NIV, well-known verses are easily recognisable.

Teachers may choose to use other translations in their teaching. If they do so, they will need to modify any worksheets and lessons accordingly.

## TEACHES FROM A FAITH PERSPECTIVE

SRE is taught from a position of faith. It does not provide an outsider's view of religion, but is anchored in personal, experienced faith. While teachers must be sensitive to their context, SRE is unashamedly about teaching the Christian faith in a clear and engaging manner.

## AFFIRMS THE VOLUNTARY NATURE OF SRE TEACHING

Each unit of work provides teaching and learning plans to support the teacher. Regardless of whether they have been teaching for many years or are new to the task, the teaching resources provide a clear learning framework.

The SRE curriculum and teaching resources are different to the teaching resources often used by mainstream classroom teachers.

These resources supply the teacher with:

- the content that needs to be taught
- a framework for teaching the content
- the pedagogical content knowledge to support quality teaching and learning.  
Pedagogical content knowledge requires both mastery of the subject content, effective teaching practice, and an understanding of the context and students. It is the knowledge of both the difficulties that students encounter as they learn about a topic and potential strategies for helping students overcome these difficulties. These teaching resources have been developed by experienced SRE teachers using their pedagogical content knowledge with the expectation that the teacher will adapt the general pedagogical content knowledge for their particular context.

## CONNECTS LEARNING WITH HOW CHRISTIANS ARE CALLED TO LIVE

The SRE curriculum aims to help students connect their learning with an understanding of how Christians are called to live. While it is important for students to understand that the Bible is not a moralistic tale and that they can't earn their salvation through good works, it is important that they understand that Christians are called to live in a way that is pleasing to God. The curriculum helps students to consider how the Christian faith impacts the way they relate to God, to one another (community) and to the world.

## VALUES THE PLACE OF STORY AND STORYTELLING

The Bible tells God's story of creation, fall, redemption and consummation. All of human history, all human relations, and all human endeavours are located within this story. Without the Bible's story, humanity would not know what God is like, what his purposes are or what it is to be truly human. The Bible's story of salvation history is the authoritative story that guides the SRE curriculum. Teachers bring their stories and experiences of faith into the classroom to help students make connections between their stories and faith. Telling this story is an essential component of SRE. 'A good story both enlightens and engages; it helps us remember and connect. A clear and compelling narrative can help us find meaning in what may have previously seemed to be abstract or irrelevant.'<sup>1</sup>

## RECOGNISES THE DIFFERENT CONTEXTS IN WHICH SRE IS TAUGHT

Every SRE classroom is different, and the context of SRE differs from school to school and region to region. It is important that the SRE Curriculum provides teachers with the flexibility and resources they need to teach their students in a contextually appropriate way. It is therefore essential that (i) the curriculum is designed with a variety of options for teachers; and (ii) SRE teachers from a range of areas both throughout Sydney and in regional areas are involved in the development and training of this curriculum to ensure that the teaching resources are useful in a range of different contexts.

## SUPPORTS QUALITY TEACHING AND LEARNING

The new SRE curriculum utilises contemporary educational theory and provides a platform for quality teaching and learning that encourages students to use higher order thinking in their lessons. It is a spiral curriculum that returns to, and builds upon, material the students have learned before. Topics are revisited over the course of the curriculum at increasingly complex levels, helping students come to understandings that are age-appropriate. New learning refers back to previous learning, and students are encouraged to apply their earlier learning to later outcomes.

The curriculum is built around units of work that have been developed with the end in mind by identifying what we hope the students will learn in SRE and developing lesson plans accordingly. Each unit of work is guided by a set of essential questions that aim to engage students and encourage them to think, reconsider and act on what they are learning beyond the classroom.

## ACKNOWLEDGES THE RELATIONAL NATURE OF SRE TEACHING

The SRE curriculum acknowledges the importance of relationships in SRE and provides opportunities for developing positive relationships with students. The relationships that teachers develop with their students are important because they help to develop a positive teaching and learning environment. As teachers get to know their students they are able to teach with their students, rather than their lesson plans, in mind. It is therefore important that the SRE curriculum allows SRE teachers the freedom to slow down and dwell in the material the students are learning.

## AFFIRMS THE PASSION OF THE SRE TEACHER

Passion is an important aspect of teaching because this passion often translates into student enthusiasm in the classroom. Christopher Day<sup>2</sup> observes that it is the teacher's passion for teaching, for their students and for their learning that 'marks teachers as good or better than good'. These teaching resources are designed to support the teacher's passion and maximise the engagement with SRE classes.

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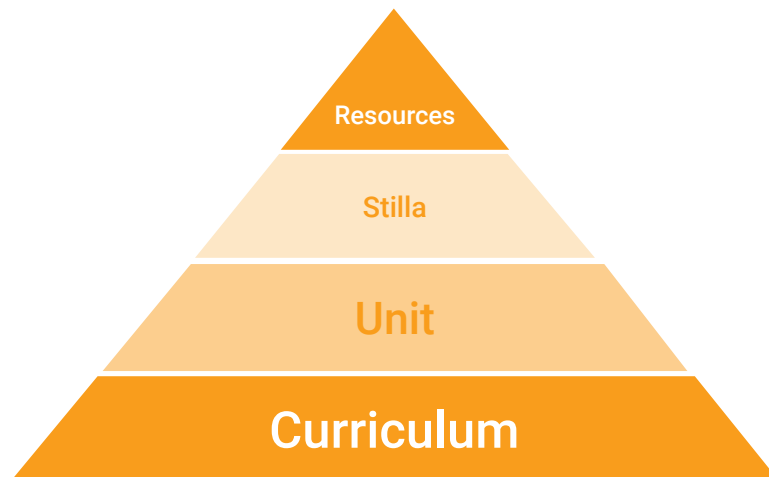
1 Wiggins, G and McTighe, J 2005, *Understanding by Design*, ASCD, Virginia.

2 Day, C 2009, 'A Passion for Quality: Teachers Who Make a Difference', *Tijdschrift voor Lerarenopleiders*, Vol 30, p.6.

## SUPPORTS STUDENT ENGAGEMENT WITH TEXT

Like the other learning that occurs at school, SRE places some literacy demands on students. There is particular vocabulary to be understood, and there are themes and concepts to understand as students make meaning of the text. SRE provides an opportunity for students to practise the important skills of reading, talking and writing about text in a supportive environment. Modelling reading the Bible for understanding, guiding students as they practise these skills themselves, giving ample opportunity for discussions, and allowing time for students to write what they are thinking provides the students with practise in valuable literacy skills. This will of course look different for different SRE classrooms, and the SRE teacher needs to carefully consider how they support their students as they engage with text.

# CURRICULUM STRUCTURE



## MOVEMENT FROM CURRICULUM TO TEACHING RESOURCES



## OVERVIEW OF THE SECONDARY UNITS

High school	Foundation for Christian living—the Bible	Foundation of the Christian world view—the gospel	Living out the Christian life	Living as a Christian in the world
Stage 4	The Bible is the world's most influential book	Mark: Jesus is the powerful Son of God.	Acts part 1: Paul	Genesis 1–12:3: God is at the centre and that is good.
	The Bible tells one big story of creation, fall, redemption, and consummation.	Matthew: God's promises are fulfilled in Jesus.	Acts part 2: Peter	Daniel and Paul: A Christian world view helps to answer the question 'Who am I?'
Stage 5	The Bible as history: Historical salvation themes of Moses and the historical Jesus.	Luke 1–9: Jesus' life is different to expectations.	Luke 10–19	Ecclesiastes and 1 Peter: Jesus gives meaning to our lives.
	The Bible as genre/text: There are a number of different genres in the Bible written by a number of different authors.	John: The signs of John's Gospel	Ephesians: United with Jesus and each other.	Proverbs and James: Living wisely in God's world.
Stage 6	Using Stage 5 in 2016	Using Stage 5 in 2016	Using Stage 5 in 2016	Using Stage 5 in 2016
	Using Stage 5 in 2016	Using Stage 5 in 2016	Using Stage 5 in 2016	Using Stage 5 in 2016

# SRE UNITS

The SRE curriculum is built on units of work. There is one unit per term in high school (four units per year).

Each unit of work in the SRE curriculum is organised around a Launch Lesson, six Stillas, and a Landing Lesson. This approach can be pictured in a similar way to the plan that a tour group makes when visiting one of the great cities of the world.

- Firstly, there is a general excitement as their trip is launched. Everyone is keen to discover new places and experience a taste of the city they are visiting. This is the function of the Launch Lesson.
- Once on their trip, travellers go to a number of places of interest. These places of interest are the ‘must see’ locations that the tour guide has planned for them to visit. Although every tour group will visit the points of interest, some groups will want to linger longer at one or two of the points of interest. They will want to do the regular touristy things, but then because of their interest or extra time, they will stay and get to know that place of interest more. There are also some tour groups who will have to miss a place of interest simply because there is not enough time in the tour. This is the function of the Stillas.
- Finally, there is the end of the tour where the tour group sits together sharing their photos and stories before returning home. This is the function of the Landing Lesson.

## UNIT SUMMARY



### Introduction

An introduction to the unit of work and appreciation for the contribution of the unit to student learning and understanding.

### Essential questions

Three or four thought-provoking questions are provided to foster inquiry, meaning-making and transfer beyond the unit of work.

## UNIT OUTCOMES

### Understanding

These are the themes and concepts that we want the students to understand in the unit. They are based on three questions:

- What are the big ideas that we want students to understand?
- What specific understandings about them are desired?
- What misunderstandings are predictable?

### Key terms

This section identifies key terms that will be taught during the unit.



## Acquisition

A summary of the knowledge the student will acquire as a result of participating in the unit.

## Skills

Identifies what the student should be able to do as a result of what they have learned during the unit.

## Relating

Students are expected to take what they learn in SRE and be able to apply it beyond the classroom. SRE aims to help students connect their learning with their understanding of how Christians are called to live and bear fruit for God's glory. As students participate in SRE over their school life, the following are the aspects of Christian life that we want them to develop in their understanding. These ideas are not the things that Christians do to please God. They are responses to God's grace and forgiveness that is expressed in the gospel of Jesus Christ.

Connections have been organised around three kinds of 'relating': relating to God, relating to others, and relating to the world that Jesus describes in John 15.

### Relating to God

- Christians keep God's commands.
- Christians acknowledge that they are sinners who have fallen short of God's glory.
- Christians love God.
- Christians believe that God's word is living and active.
- Christians believe that they are transformed by God's Spirit through reading God's word.
- Christians are guided in their decision-making and ethics by God's word.
- Christians believe that faith impacts every aspect of a Christian's life.
- Christians trust in what Jesus has done for them and recognise him as Saviour and Lord.
- Christians believe that Jesus' power is working in their lives to change them.
- Christians pursue a relationship with God through prayer, worship, service and reading his word.
- Christians are thankful for what Jesus has done.
- Christians believe that God reveals himself to us through his word.
- Christians acknowledge that sin has broken humanity's relationship with God.

### Relating to others

- Christians love each other.
- Christians care for one another.
- Christians show grace and love to others because of God's action towards them.
- Christians understand the importance of forgiveness and repentance in their relationships with God and others.
- Christians use their gifts to serve others.
- Christians show generous hospitality to all.
- Christians participate in a Christian community.
- Christians believe that they should attempt to do good for all people.
- Christians understand that God does not play favourites.
- Christians acknowledge that sin has broken humanity's relationships.

## Relating to the world

- Christians delight in God's world.
- Christians are good stewards of God's world.
- Christians look at the world through their Christian world view.
- Christians enjoy and cherish the life that God has given them.
- Christians acknowledge that sin has broken humanity's relationship with the world.
- Christians recognise that there is diversity in the world.
- Christians understand that suffering and perseverance are part of God's world.
- Christians care for those who are in need.
- Christians relate to the world in hope of all creation being redeemed.
- Christians often do not feel quite at home in the world.
- Christians understand they need to testify to a world that has rebelled against God.
- Christians understand that they may need to suffer for the profession of their faith in the world.

## SRE UNIT CONTENT STRUCTURE

### Launch Lesson

This lesson establishes the direction of the unit. It aims to motivate and inspire the students to want to learn more by introducing the main idea and essential questions of the unit. At the end of the Launch Lesson, the students should be able to explain what they will have to understand by the end of the unit. This lesson often has more creative 'wow' activities as it inspires and challenges the students for the learning journey they are embarking upon.

### Stillas

The majority of the unit of work is divided into Stillas that provide the teaching and learning plan for each place of interest that the students will visit. Although similar to a lesson, a Stilla replaces the idea of a lesson in SRE to acknowledge that SRE teaching should be guided by what is happening in the classroom and create learning opportunities that hold a clear shape, while still allowing for the flexibility needed to engage with the specific needs of the class. Each Stilla is created to expand or contract to provide the best teaching and learning for students. Stillas are carefully constructed to provide a dynamic sequence of teaching and learning activities to ensure an engaging learning experience for the students. They are designed to allow the teacher the flexibility of spending less or more time visiting each of the places of interest. A rough guide to timing is provided in the Stilla plan, but this may be modified by the teacher due to the length of the lesson, the number of teaching lessons available in the school term, and/or the interest, experience and ability of the students. In this way, both the teacher and the students are able to slow down and dwell in a learning experience if the students' interest or understanding warrants it.

### Landing Lesson

The Landing Lesson provides space for the students to consolidate and demonstrate what they have learned. Like the Launch Lesson, this is written as a stand-alone lesson. The students are given the opportunity to share what they have learned in this lesson, and activities are designed for consolidating the material that has been covered throughout the unit.

# STILLA STRUCTURE

A Stilla is structured with three major elements, and each element consists of one or a number of Stilla Learning Segments.

## STILLA ELEMENTS<sup>3</sup>

### 1. CONNECTING

Students engage with the big idea of the Bible passage, and are motivated to actively participate in the teaching and learning activities. In addition to using connecting activities at the start of a lesson, there are times when the teaching and learning plan includes connecting at other points of the plan. Connecting:

- focuses the students' attention
- establishes expectations for what is going to be learned
- motivates the students to become involved
- helps the students to make meaningful connections to new material.

### 2. EXPLORING

Students explore the material using a variety of Stilla Learning Segments to encourage them to think deeply about the material. This is where the majority of time is spent. Students work as a whole class, in small groups, pairs and individually as they engage with the material.

### 3. FORMING

Students consolidate and reflect on their learning in the Stilla, and in the unit. Forming is an ongoing process that takes place as students form their opinions, attitudes and beliefs. It provides an opportunity for students to consider personal implications of what they are learning.

## Stilla Learning Segment

SRE teachers have the freedom to extend or remove a Stilla Learning Segment to maximise the teaching and learning opportunity for their class. As teachers prepare for their time in the classroom, they may choose to substitute one activity for another one that is more appropriate for their class or their teaching style. Any changes to the lesson must maintain the messages and learning outcomes as outlined in the Stilla.



#### Engaging

A teaching and learning activity that engages students in their learning by connecting with their world, reviewing what has been previously taught, and/or drawing on existing knowledge.



#### Instructing

A teaching and learning activity that uses direct instruction to provide essential content. While direct instruction is predominantly centred on one person, there may be some interaction with other students. For example, it may include a question–answer format, or an activity that checks for comprehension. Direct instruction can come from the teacher, a student, or outside expert (visiting or via DVD).




## Investigating

A teaching and learning activity where the students explore the Bible to understand the meaning of the text.



## Conversing

A teaching and learning activity where the students discuss ideas, concepts or themes, that is, having a conversation around a particular topic. This is different from a question–answer format and may include small and large group discussions, silent discussions, and think-pair-share. Students learn when they are given the opportunity to talk and share ideas. Two kinds of questions are provided: (i) simple recall questions designated with a single question mark; and (ii) deeper thinking questions designated with a brain icon . The questions provide a helpful guideline but do not have to be followed precisely as the conversation should be guided by students' interactions and not by teacher questions.



## Reinforcing

A teaching and learning activity that reinforces understanding by giving the students the opportunity to engage deeply with ideas, concepts and themes, or to practise a skill.



## Applying

A teaching and learning activity that helps the students to express their understanding, focusing on connecting, meaning and acquiring.



## Reflecting

A teaching and learning activity that draws the Stilla, or Stilla Learning Segment, to a close and helps students to consolidate their learning.

## Link Statements

These are used to transition between ideas or Stilla Learning Segments. A Link Statement should assist students in following the flow of the lesson and recognising how ideas fit together. These are not scripted statements; rather, they are designed to be suggestions for the teacher.



## PowerPoint slides

PowerPoint slides are provided for each lesson, and can be modified for the needs of your students.

## ACTIVITIES

There are a variety of teaching and learning activities in the Stilla Learning Segments. These activities have been designed to engage with students in an age-appropriate way. Students can be challenged and stretched when they are able to demonstrate their learning in different ways such as through drama, art and diagrams; when they are given the opportunity to express their opinions in safe and supportive environments; and when they are given time to reflect on what they are learning. To support this, a variety of approaches are used which have been chosen according to the desired outcome of the activity and the general learning needs of the stage that is being taught.

The first time a learning activity is used in the unit, the full description is included in the text. Subsequent uses of the activity are not described but can be looked up in the Activities Compendium at the end of the unit. Suggestions for different ways to do a particular activity are also included in this section.

The SRE teacher can substitute the learning activity for something more appropriate for their context. Any change should support the learning outcomes of the Stilla. When planning an alternative activity, the SRE

teachers must take into consideration the age-appropriateness of the activity, the learning environment and their capacity to maintain appropriate standards of conduct from the students.

## TEACHER NOTES

Throughout the Stilla important information for the teacher is provided in the teacher notes. These notes are provided to:

- explain the purpose of an activity
- describe new strategies
- flag possible areas of concern.

## PLANNING THE LESSON

Stillas are designed to be flexible. This is to enable the teacher to design a teaching and learning time that is appropriate for their class. Many Stillas could easily run for more than one lesson and the teacher will need to factor this into their planning. The timing in the teaching and learning plan is offered as a guide and can be modified according to the needs of each class.

If the teacher plans to teach a Stilla over more than one lesson, it is important that they do three things:

- Close the current lesson by providing students with the opportunity to reflect on the learning that has taken place.
- Identify the learning outcomes they are seeking to achieve in the next lesson that will bridge what the students have learned and what they will learn in the following lesson.
- Plan an activity to reconnect with the content from the previous lesson.

Student assessment is an integral part of planning lessons, and should take place in an ongoing way throughout a unit of work. This assessment for learning is essential for SRE teachers as they plan their lessons. It also assists the teacher in determining whether the unit outcomes that are expected to be acquired by most students are being met. By taking the time to understand their students' pre-existing understanding and learning needs, an SRE teacher is able to design lessons that are appropriate for students' learning needs. As SRE teachers collect evidence about their students' knowledge, understanding and skills, this informs their teaching. Assessment for learning helps students to learn by ensuring that students are understanding before moving on to the next activity or concept.

Throughout the unit of work, the SRE teacher informally collects evidence of student learning and adapts the Stilla content accordingly.

This evidence may include:

- providing students with opportunities to present their learning
- monitoring student participation in classroom discussions
- checking for understanding within the lesson, for example by using signalled responses
- observing students during learning activities and participation in group activities
- reviewing the Ticket to Leave reflection activities
- reviewing the previous Stilla
- having informal discussions with students during group and individual work.

This evidence enables an SRE teacher to determine what needs to be taught next and at what level of detail; and to monitor the effectiveness of teaching and learning programs.

## TEACHER PLANNING SHEET

Below is a template planning sheet. A planning sheet should clearly identify the following:

- Which unit of work the teacher is engaged in: for example, Launch Lesson, Stilla or Landing Lesson.
- Whether the teacher will teach whole or part of a Stilla, or more than one Stilla.
- The Stilla Learning Segments that the teacher is going to use for their class.
- The time that the teacher anticipates spending on each Stilla Learning Segment.
- The resources that the teacher will use in each Stilla Learning Segment.

Lesson planner

DATE:			YEAR GROUP:		
PERIOD:					
TIMING		CONNECTING		RESOURCES	
TIMING		EXPLORING		RESOURCES	
TIMING		FORMING		RESOURCES	

## TEACHING THE LESSON

As students learn new knowledge, skills, and strategies, effective teaching and learning is required to allow them to properly master these skills. There are many skills and new areas of knowledge required of the students in SRE (for example, looking up Bible passages, taking notes from a Bible passage, understanding key terms and concepts). As you introduce new content, you will need to ensure that you give students opportunities to successfully master these skills. A helpful model to use in structuring the introduction, practice and mastery of new skills and knowledge is The Collins Model<sup>4</sup>. It identifies six principles of instruction: three are the responsibility of the teacher and three are the responsibility of the student. As a teacher introduces new knowledge, content or skills, they must:

- **MODEL**—model the task and show how it is to be completed
- **COACH**—guide and prompt the students and provide feedback to them as they engage in completing the task
- **SCAFFOLD/FADE**—provide some cues to remind the students as they complete the task and gradually fade these cues as students become fully independent in the task.

As the student engages in the process of learning, they must:

- **ARTICULATE**—students explain what it is they have learned (the process, skill or knowledge) and when they may be able to apply their new learning
- **REFLECT**—students identify what they know now that they did not know before
- **EXPLORE**—students explain how they might be able to apply their new knowledge in new situations.

Aspects of this teaching/learning model are embedded in the content of the units to ensure a smooth process of introducing, practising and mastering knowledge, skills and strategies as well as thoughtful student engagement in learning.

## TEACHING SRE WITH SENSITIVITY

SRE lessons provide an excellent opportunity for students to explore issues that are relevant to them in a non-threatening and supportive environment. Well-taught SRE can provide students with a safe space to identify and evaluate both what they believe, and the grounds and implications of these beliefs, thus developing their ability to think for themselves. However, class discussions have the potential to move well-planned lessons to unexpected places. It is therefore important that SRE teachers prepare for this possibility. They need to consider how they will respond to questions and comments of a sensitive nature.

Please refer to the SRE Sensitivity Framework ([youthworks.net/sre/authorised-curriculum](https://youthworks.net/sre/authorised-curriculum)) for more information.

## RESOURCES

A 'resource' is the extra teaching content used to support a Stilla Learning Segment. It includes, but is not limited to, worksheets, video, music, books, online games and activities. A number of resources are included in the Stilla Learning Segments and alternative resources can be added or substituted as appropriate to better contextualise the learning for the students.

<sup>4</sup> Collins A, Brown JS & Newman SE, 1989 'Cognitive apprenticeship: teaching the crafts of reading, writing and mathematics', in Resnik, LB (ed.) *Knowing, Learning and Instruction: Essays in Honour of Robert Glaser*, Lawrence Erlbaum, Hillsdale, NJ.

## Multimedia resources

Every SRE teacher using the authorised curriculum of the Anglican Diocese of Sydney must submit all additional multimedia for approval. Multimedia includes video, websites, social media, music, printed published literature, and computer games.

Approved multimedia is added to an online library and is available for primary and secondary SRE teachers who use the authorised Anglican curriculum and resources.

- To request approval for a Primary SRE multimedia resource or to view authorised resources, go to: [www.cepconnect.com.au/myconnect](http://www.cepconnect.com.au/myconnect)
- To request approval for a Secondary SRE multimedia resource or to view authorised resources go to: [www.highschoolsre.net](http://www.highschoolsre.net)

## Open resources

Resources that do not need to be approved include:

- PowerPoint presentations developed from the lesson
- pictures
- worksheets.

Any open resources you use and find helpful can also be added to the online library for the benefit of other SRE teachers. If you would like to add any resources, please submit them to the links above for approval.

When deciding to use an approved or open resource the teacher must take into consideration the age and developmental maturity of the students, as well as the individual needs of the students. If the teacher has any concern regarding the appropriateness of the content for the context, the SRE teacher must choose not to use the resource.



# Our SRE

generate ministries



## High School Special Religious Education Curriculum

### For Teachers

This document provides teachers with a curriculum outline covering school Years 7-10.

Version 5: January 2016

## Introduction

The NSW Education Act 1990 makes provision for the teaching of Special Religious Education (SRE aka Scripture) in both primary and secondary government schools by 'approved providers.' The Department of Education (DoE) effectively licenses churches and denominations as approved providers subject to them providing an annual letter of assurance that they are maintaining standards amongst the teachers they authorise.

Generate Ministries is Generate Ministries is not an approved SRE provider, and works alongside denominations and religious bodies. SRE is the opportunity for local providers (churches) to nominate representatives (SRE teachers) to go into their local government schools and teach about their distinctive beliefs and practices. All students are welcome to attend SRE classes. Generate is committed to helping church communities raise funds to enable passionate, qualified people to go into NSW government high schools and teach SRE classes. Paid SRE teachers contribute to high quality SRE in schools and consistency in teaching.

Generate 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 in the tenets of their faith using contemporary teaching methods suited to the appropriate stage of students' faith development.

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Generate 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 in the tenets of their faith using contemporary teaching methods suited to the appropriate stage of students' faith development.

## Authorised Curriculum

The NSW Department of Education requires all SRE providers\* to have a copy of their curriculum, or a curriculum outline, publicly available online. This Generate curriculum has been authorised by the Baptist Churches of NSW & ACT, the Presbyterian Church of NSW, the Lutheran Church NSW District and the Anglican Diocese of Sydney. Other SRE providers have been invited to authorise it for use by their members who are also employed by Generate on behalf of local combined churches SRE boards. This is a work in progress, and where SRE provider authorisation has not yet been given, the church/minister that authorises the teacher locally will need to contact the relevant authority in their denomination/provider and ask that they authorise the curriculum.

Each teacher will need their own copy of the curriculum. 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 *Main points* and *Expected outcomes* of the lesson outlined. Any proposed substantial change must be authorised by the CEO of Generate ministries.

\*Generally denominations or dioceses, but sometimes individual independent churches.

## Cross Authorization of Curriculum

In the context of joint-denominational SRE the senior minister or other designated official of the local church that is the initial authoriser of the teacher also authorises the curriculum on behalf of their denomination/provider. Then the other churches that are party to the local SRE Combined Arrangement cross-authorise the initial authorisation using the cross-authorisation form. Having the one curriculum authorised by a whole range of providers resolves the complexity of achieving cross-authorisation across a wider range of different providers and local arrangements. The Generate Curriculum Outline must also be made publicly available online by the churches that are party to the local Combined Arrangement. This may be by a simple link to the Curriculum Outline on the Generate website.

## How to Use this Document

### Scope and sequence

The document defines the scope and sequence of lessons across Years 7 to 10 as an outline allows teachers, students and parents to see how the SRE course fits together and assists teachers to prepare a range of lessons that provide their students 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 an appropriate age.

This document helps teachers to make effective decisions about where best to use resources ensuring that issues of sensitivity and age appropriateness are addressed.

### Basis for lesson planning

This document does not instruct teachers how to teach specific lessons. Individual teachers (or SRE boards) can purchase resources containing specific lesson plans, teaching ideas, resources, student workbooks and additional information to assist them. Individual teachers are then free to develop the *Main Points* into lessons that suit the context in which they are teaching, the individual needs of the students in their classes and their own teaching style. Teachers can also write their own lesson plans to address the *Expected Outcomes* and to cover the *Main Points* that are presented in this curriculum document and taking into account the Department's "duty of care" regarding the sensitivity of the material and its age appropriateness for their class.

## Definitions

### Curriculum:

This document is a high school curriculum for the teaching of SRE from Year 7 to Year 10.

### Curriculum Structure

The curriculum is structured around four strands that recur in each of Years 7 to 10. There is one unit of work for each strand in each of Years 7 to 10 and there are mostly eight lessons for each unit.

### Strands

1. **Biblical Foundations (BF)** An exploration of the broad concepts of Christian theism (who is God, what is He like etc) the background, purpose, structure and validity of the Bible
2. **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.
3. **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.
4. **Christianity and Life (C&L)** Exploring issues that people face and what the Christian faith (through the teachings of the Bible) has to say about these (e.g. relationships, poverty, war, injustice, self image, etc)

The structure allows for both horizontal and vertical exploration of ideas.

## Units

There are four units of work for each of Years 7 to 10, one for each strand.

Each unit is structured to have:

- *Unit title*
- *Lessons summary*
- *Introduction*
- *Aim*
- *Expected outcomes*
- A table of the *Main Points* to be taught in each lesson

## Curriculum Overview

### Unit titles

	Term 1	Term 2	Term 3	Term 4
Years	Biblical Foundations (BF)	Biblical Message (BM)	Response (R)	Christianity and Life(C&L)
<b>7</b>	7-1 Who is God?	7-2 Jesus' life & message (Mark's Gospel)	7-3 Things young people think about	7-4 The sermon on the mount
<b>8</b>	8-1 The Bible's storyline	8-2 Jesus' journey (Luke's Gospel)	8-3 Old Testament people and events	8-4 Questions about God and life
<b>9</b>	9-1 Learning from the past	9-2 Exploring biblical themes	9-3 Being human from a Christian perspective	9-4 Engaging with the big questions of life
<b>10</b>	10-1 Historical background to Jesus	10-2 Studies in John's Gospel	10-3 Christian world view	10-4 Christian Ethics

## Units

### UNIT 7-1 Title: Who is God?

YEAR 7	Term 1	Strand:	Biblical Foundations (BF)
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Lesson summary			
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

#### Introduction:

This is the first unit of study for students entering Year 7 SRE . Students may be familiar with some concepts of God and the Bible if they have attended SRE in infants/primary school, 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. They will study His character and therefore His actions, recognising that God is relational and speaks to us through His word, the Bible and the Holy Spirit.

#### Aim:

The aim of this unit is to introduce students to God as He is presented in the Bible.

#### Expected outcomes

Students will:

- Understand better the concept of a divine power (God) as explained through the Bible.
- Comprehend God's character, purpose and action from before recorded time until the present and into the future.
- appreciate the historical context of the Bible, its purpose, construction and claims.
- recognise that God and His message (in the Bible) are relevant to current society.
- be able to locate information using a range of resources.
- recognise differences between fact and opinion.
- recognise diversity of opinion.
- respect the right of others to hold different viewpoints and opinions.
- value the Christian beliefs and traditions that are the foundations of our society.
- reflect on personal values and beliefs.

#### TEACHER NOTE:

When preparing lessons to teach the main points, teachers are responsible for selecting age appropriate resources and activities that are sensitive to the needs of their class.

**Main points**

<p><b>Lesson 1 The Creator of the world</b></p> <p>God is the mighty Creator of the world and everything in it</p> <p>It belongs to Him and so He rules</p> <p>God created humans therefore we belong to Him</p> <p>Genesis 1:2 – 2:3, Psalm 89:8-9</p>	<p><b>Lesson 5 Sin and death</b></p> <p>Every act, word and thought against God's righteousness is sin</p> <p>Sin is falling short of God's standard and affects all humans</p> <p>Sin has consequences of separating us from God</p> <p>Our sin needs to be dealt with by God</p> <p>Romans 3:23, 6:23</p>
<p><b>Lesson 2 God is Love</b></p> <p>The character of God is love</p> <p>He loves his creation including humans</p> <p>He wants to have a loving relationship with humans</p> <p>Jesus reflects God's love and how much God wants us to be in relationship with Him</p> <p>Romans 8:37-39; 1 John 3:1, 16; 4:16.</p>	<p><b>Lesson 6 Grace and forgiveness</b></p> <p>God provides a way to deal with the consequences of sin</p> <p>Jesus comes to live a perfect life and give his life as a sacrifice for us</p> <p>Forgiveness is undeserved (comes by grace) and is freely offered by God to those who put their faith in Jesus</p> <p>John 3:16-17, Acts 2:14-38</p>
<p><b>Lesson 3 God is all powerful, all knowing and all present</b></p> <p>God is all-powerful, nothing is beyond his reach</p> <p>all-knowing, nothing escapes his attention</p> <p>all-present, He pervades all parts of the universe</p> <p>Christians feel both awe and encouragement that He is like this.</p> <p>Psalm 139:1-18, Psalm 147:4-5</p>	<p><b>Lesson 7 Faith and Jesus</b></p> <p>Faith in Jesus requires repentance and belief that Jesus is the Son of God who came to take our punishment in death and rose again to be a living Saviour.</p> <p>Acts 2:38, Philippians 2:5-11, 1 John 2:2</p>
<p><b>Lesson 4 God is merciful and just</b></p> <p>God is merciful and forgiving</p> <p>He is also just</p> <p>His standard of righteousness is perfection</p> <p>Romans 3:23-26, 1 Peter 3:18a</p>	<p><b>Lesson 8 Purpose for life now and forever</b></p> <p>The Bible reveals God to us</p> <p>Knowing God (and not just knowing about Him) is the purpose of life</p> <p>The Bible reveals God's character and how He has acted through history and related to humans.</p> <p>The Bible centres on the death and resurrection of Jesus as both the fulfilment of God's promises and a revelation of the future.</p> <p>John 20:30-31, 2 Tim 3:16-17</p>



**UNIT 7-2 Title: Jesus' life and message (Mark's gospel)**

YEAR 7	Term 2	Strand:	Biblical message
	<b>Lesson summary</b>		
1	Is this the one?	6	Kingdom lessons
2	Mistaken identity	7	Into the furnace
3	Confusion reigns	8	Mission accomplished!
4	Collision course	9	Mystery revealed
5	Turning point		

**Introduction**

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 God's son, our saviour.

**Aim**

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

**Expected outcomes**

Students will:

- know about the story of Jesus as told by Mark
- understand the concept of Jesus as a suffering servant and as Messiah
- recognise that Jesus calls people to follow Him
- appreciate the background and context of the gospel of Mark
- identify different opinions about who Jesus was and is today
- consider the evidence for the life and teaching of Jesus
- reflect on who Jesus is
- consider the implications of Jesus' life for them
- appreciate the uniqueness of Jesus' life

**TEACHER NOTE:**

When preparing lessons to teach the main points, teachers are responsible for selecting age appropriate resources and activities that are sensitive to the needs of their class.

**Main points**

<p><b>Lesson 1 Is this the one?</b>  Mark 1:1-13  the Messiah is prophesised about in Old Testament  John fulfilled prophecy about the coming of the Messiah but was not the Messiah  John's baptism was for repentance and forgiveness  John acknowledges that the Messiah is yet to come  Jesus is baptised as an example to others and to validate John's work  God affirms Jesus as His son  Jesus experiences temptations but does not yield</p>	<p><b>Lesson 6 Kingdom lessons</b>  Mark 8:31 – 10:52  Disciples described as those who “deny themselves and take up their cross and follow me”  Jesus continues to heal  Jesus again predicts His death but His disciples do not understand  Placing wealth or anything else before following Jesus excludes a person from the kingdom of God.  Jesus predicts His death a third time  Blind Bartimaeus has to ask specifically for the healing he wants from Jesus</p>
<p><b>Lesson 2 Mistaken identity</b>  Mark 1:14 – 3:6  Jesus calls His disciples  Jesus teaches with authority  As the Son of God, Jesus has the power to heal  Jesus forgives sins and religious leaders see this as blasphemy  Jesus answers questions about who He is with parables.  Jesus asserts that He is Lord of the Sabbath  The religious leaders begin to plot to kill Jesus because He is seen as a threat to their religious way of life</p>	<p><b>Lesson 7 Into the furnace</b>  Mark 11:1 – 14:1  By coming to Jerusalem, Jesus puts Himself in danger of death  Jesus is welcomed by the crowds, many of whom have a misconceived notion of the Messiah expecting an earthly ruler  Jesus further provokes the religious leaders by overturning the trading and money lenders tables in the temple forecourt  Jesus give His followers the great commandment  Jesus likens His death to the destruction of the temple</p>
<p><b>Lesson 3 Confusion reigns</b>  Mark 3: - 6:6a  Crowds flock to Jesus and He heals many.  Jesus accused of being the prince of demons because He showed power over them  The parable about the sower teaches about different responses to the word of God  Jesus demonstrates His power over the physical world by calming a storm  Jesus demonstrates His power over death by raising a young girl</p>	<p><b>Lesson 8 Mission accomplished</b>  Mark 14:1 – 15:47  Jesus celebrates the Passover, identifies Judas as His betrayer and shares the bread and wine as symbols of His death.  in the Garden of Gethsemane Jesus prays about what is about to happen to Him and is arrested that night  Before the Jewish court He admits that He is the Son of God and is charged with blasphemy.  Death sentences require the Roman Governor, Pontius Pilate's consent  Finally after pleading from the religious leaders and the crowd, Pilate gives Jesus over for crucifixion  Jesus dies nailed to the cross</p>
<p><b>Lesson 4 Collision course</b>  Mark 6:6b – 8:21  There were various opinions about who Jesus was - John the Baptist, Elijah, a prophet  Jesus compassion extends to twice feeding thousands and healing others not Jewish.  Jesus irritates the religious leaders by His arguments about not acting from the heart but simply observing rituals and laws to look good</p>	<p><b>Lesson 9 Mystery revealed</b>  Mark 16:1-8  Jesus is buried in a new tomb which is sealed and guarded by soldiers  The women visit the tomb and find it empty  A young man dressed in white explains that Jesus is risen  Jesus resurrection is God's validation that Jesus had been the sacrifice for sin and that this offering was acceptable to God.</p>
<p><b>Lesson 5 Turning point</b>  Mark 8:22 – 8:30  Peter recognises that Jesus is the Messiah  Jesus predicts His death  Peter declares his allegiance</p>	

**UNIT 7-3 Title: Things young people think about**

YEAR 7	Term 3	Strand:	Response
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	Lesson summary		
1	Who am I?	5	The world
2	Relationships	6	What will I become?
3	When bad things happen	7	Is there anyone worth following?
4	The future	8	Top 10. Questions from the box

**Introduction:**

This unit follows on from the Gospel of Mark which introduces Jesus; the central figure of Christianity and the call of Jesus on our lives. It explores some of the issues that may be barriers to responding, considers reasons to respond to Jesus and outlines areas that will be affected by a response to Jesus.

**Aim**

To have students consider life issues from a Biblical perspective.

**Expected outcomes**

Students will:

- better understand the issues that young people face
- be able to analyse life issues
- know Christian responses to life issues
- understand how Christianity answers the big questions about life
- better identify solutions to the problems young people face
- reflect on how a relationship with Jesus can influence behaviours
- understand the importance of Jesus' death on the cross
- understand the implications of enjoying God's love, accepting His offer of forgiveness, and living by His values
- know what it means to be an "authentic " follower of Jesus

**TEACHER NOTE:**

When preparing lessons to teach the main points, teachers are responsible for selecting age appropriate resources and activities that are sensitive to the needs of their class.

**Main points**

<p><b>Lesson 1 Image – How does God see me?</b></p> <p>The world encourages us to see ourselves as the centre of everything – it's all about you!</p> <p>God sees us as created in His image – reflecting many of His qualities, not a physical image.</p> <p>Genesis 1:26-28: We are unique creations in God's world - made in His image and designed to have a personal relationship with Him.</p> <p>Western understanding of the worth of the individual comes from the fact that God loves humans.</p> <p>God loves us therefore we are of value. It is an imputed worth and is not one that is earned.</p> <p>Images in the media often influence the way people see themselves - body image, clothing, hair style. They play on insecurities about ourselves to say that we will be more valued and accepted by others if we act that way or buy that product.</p> <p>God judges us on the basis of our heart - our attitudes and values and not what we appear to be on the outside 1 Samuel 16:7</p> <p>God's love is overwhelming to the extent that He sent His Son, Jesus to die for us 1 John 3:1</p>	<p><b>Lesson 2 Relationships</b></p> <p>Christians believe that they are not to mistreat their bodies because the Holy Spirit dwells in them. 1 Corinthians 6:17-20. They believe that they are to avoid drug and alcohol abuse, self harm behaviours, eating disorders and inappropriate sexual activities.</p> <p>Many of these problem behaviours can be experimental or the symptoms of deeper problems of abuse and dependence.</p> <p>Sexual changes and the portrayal of sexual matters in the media create particular issues for Christian teenagers. The challenge is self-control and to reject the provocative sexuality often presented in media and in the expectations of peers.</p> <p>The key message is that God made humans sexual beings to enjoy sexual activities in loving and caring relationships.</p> <p>For students aged 12-13 it is important that they understand the changes they are experiencing and show self-control in how they speak and act towards others so that their might honour God.</p>
<p><b>Lesson 3 When bad things happen</b></p> <p>Suffering and death are products of "the curse", sin entering God's creation. Genesis 3:14-19. Sin, and not God, is to be blamed for suffering.</p> <p>Suffering can take many forms; physical - disease, pain, sickness, disability; emotional – autism, depression, hyperactivity; intellectual – dementia, impairment, memory loss</p> <p>The Bible teaches that God is sovereign and in control. In the death of Jesus, God knows and experiences suffering.</p> <p>Jesus' own suffering and triumph over sin and death gives assurance in the face of trials. Romans 5:17</p> <p>Christians are not immune from suffering or death in this world. John 16:33. In fact standing firm in belief can lead to suffering as seen currently by Christians being persecuted in many parts of the world.</p> <p>Jesus promised that He would return to earth one day and do away with all suffering. Revelation 21:1-4</p>	<p><b>Lesson 4 The future and you</b></p> <p>Expectations about the future, including goals and dreams, are often determined by family, peers, education and beliefs. It is difficult for teenagers to think very far ahead and certainly not towards death and what it might mean.</p> <p>Religion asks and answers the big questions about life: Why am I here? What will happen to me after death? Why do I suffer?</p> <p>Christians believe that they were created by God to worship Him and enjoy relationship with Him forever. This belief guides their relationships with others, their life goals and their expectations about the future.</p> <p>Jesus is constantly talking about his future ( ) because it involves the future of the world</p> <p>How does a student prepare for the future? Answer: they need a big purpose to live for</p>
<p><b>Lesson 5 The World</b></p> <p>Give students a sense of how many nations intersect with the Bible's story e.g., Egypt, Babylon (modern day Iraq), Egypt, Turkey and Italy (Rome).</p> <p>Why does the Bible storyline involve so many countries in the ancient world?</p> <p>What about today – is there a nation in the world where there is not a Christian church? Pick an easy example like China and summarise the history of the church in the most populous nation in the world.</p> <p>God has always been interested in the world not just in a nation like Israel. Discuss the implications of Acts 17:24-28.</p>	<p><b>Lesson 6 What will I become?</b></p> <p>How do you know what to become?</p> <p>Select two characters who started off as one thing and ended up another</p> <p>Daniel - a prisoner became advisor to the king</p> <p>Paul – a professor became a tent maker and itinerant evangelist</p> <p>Peter – a fisherman who became a 'bishop'</p> <p>Moses – a prince became an exile and then a sort of king</p> <p>What are students aiming at? Success? Money? Comfort? World travel?</p> <p>Why would anyone want to aim to serve God?</p>

<p>What is good about the world?</p> <p>What is bad about the world?</p> <p>Whose world is it – God’s or ours?</p> <p>Jn 3:16 says God loves the <u>world</u> – what world is John thinking about?</p>	
<p><b>Lesson 7 Is there anyone worth following?</b></p> <p>Positively - talk about inspirational world figures</p> <p>Negatively - why do people follow trends, or cult leaders, or destructive habits?</p> <p>God made us so that we long for security and significance, meaning and memories</p> <p>Explore why different disciples followed Jesus e.g., Peter, Philip, Matthew</p> <p>How do you follow Jesus?</p> <p>Why would anyone choose to follow Jesus today?</p>	<p><b>Lesson 8 Top 10 Questions from the box.</b></p> <p><b>Teacher note:</b></p> <p>This lesson is designed to allow students to ask anonymous questions about any of the preceding lessons.</p> <p>If the class is onside with the teacher, students will ask genuine questions. If not on side, they will either not provide questions, or propose questions to try and capture the agenda around the more controversial aspects.</p> <p>When answering, where appropriate, it would be wise to ask the students to give their answers before giving your own.</p> <p>If you are not comfortable with the question then both their answers and yours may create problems rather than help discussion. You are not obliged to answer all their questions.</p> <p>It would be wise to include some questions of your own which might help the discussion. .</p>

**UNIT 7- 4 Title: The sermon on the mount**

YEAR 7	Term 4	Strand	Response
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	Lesson summary		
1	How do I decide how to live?	5	Do I really know God?
2	How can I think for myself?	6	What do I want more than anything else?
3	How well do I know myself?	7	What is my life's foundation?
4	Can I love an enemy?	8	Have I really understood Jesus' teachings?

**Introduction:**

Moving on from the Biblical Message for Year 7, this unit focuses 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. Jesus' words on how to live are not for moralizing but to show that without God's help people cannot attain to God's standard. This unit should focus on students reading and closely studying the Sermon on the Mount.

**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.

**Expected outcomes:**

Students will:

- be able to apply the basic principles of Jesus' teaching to different relationships;
- understand how being a disciple of Jesus will make a difference to how they live;
- know how the Sermon on the Mount fits into the Gospel of Matthew;
- be able to read, reflect and analyse statements by Jesus from the Sermon on the Mount;
- understand differences between Jesus' teachings and the way the world operates;
- participate in classroom discussions about the meaning of Jesus' words;
- express how Jesus' words challenge them;
- appreciate what it means to be a disciple of Jesus.

**TEACHER NOTE:**

When preparing lessons to teach the main points, teachers are responsible for selecting age appropriate resources and activities that are sensitive to the needs of their class.

**Main points**

<p><b>Lesson 1 How do I decide how to live?</b> The Sermon on the Mount is a comprehensive sermon on the Christian life not a detachable moral or ethical code for anyone. The first eight statements known as the Beatitudes are about the character of Christians, Matthew 5:1-12:</p> <p>Happy are the poor in spirit refers to those who have learned confidence in God</p> <p>Happy are those who mourn refers to people who have seen the depths of suffering in the world and know the god of all comfort.</p> <p>It is the meek that God can lift up and provide for because they will rely on God</p> <p>Happy are those who hunger and thirst after righteousness, not food and drink</p> <p>Happy are the merciful because they know and have experienced the mercy of God</p> <p>Happy are the pure in heart because they can ignore the evil of the world</p> <p>Happy are the peacemakers because reconciling people reflects the purpose of God</p> <p>Happy are the persecuted because they may appear to lose all, but they gain an eternal reward</p>	<p><b>Lesson 4 Can I love an enemy?</b> Matthew 5:38-48</p> <p>“An eye for an eye” was used to restrain revenge. But Jesus turns this law upside down and says that Kingdom people will ask if there is something else they can do for the person who has wronged them</p> <p>Many people argue that this response of generosity towards the aggressor is very empowering for the person affected and deflating for the aggressor</p> <p>The message here is that revenge has no place in the Kingdom of heaven</p> <p>In summary, Jesus reminds his listeners that in the Kingdom love of enemies as well as neighbours is expected because as God is perfect so should be the people of the Kingdom.</p>
<p><b>Lesson 2 How can I think for myself?</b> Matthew 5:13-16</p> <p>Salt was used as a preservative and Jesus points out that Kingdom people are to preserve God’s standards in the world and that if they do not do this then they are not performing their social function and allowing moral decay.</p> <p>In a similar way, Kingdom people are to be the light. They are to show Jesus to the World. Their moral behaviour is noticed by others and any praise should go to God.</p> <p>Both light and salt are about Kingdom people being involved in the world, not withdrawing from it.</p> <p>They are to be different and therefore in contrast to the world even evoking a sense of shame in others.</p>	<p><b>Lesson 5 Do I really know God?</b> Matthew 6:1-15</p> <p>God expects that people will give from the heart and in secret as opposed to making their giving public to impress others</p> <p>God expects prayer to be private and focused on talking with Him.</p> <p>Prayer is about talking to God and is modelled in The Lord’s Prayer.</p> <p>As well as the Lord’s prayer Christians often pray using ACTS – adoration, confession, thanksgiving and supplication – and other scaffolds as practical for praying.</p>
<p><b>Lesson 3 How well do I know myself?</b> Matthew 5:21-30</p> <p>The Jewish people were governed in their relationship with God by adherence to the law which was ever increasing</p> <p>Jesus interpreted law differently to the leaders of His time. He looked at the moral demands behind it and not the strict and often narrow interpretations. God is interested in what is going on inside a person, not only their outward obedience.</p> <p>Jesus takes the commandments on murder and adultery and intensifies their meaning by talking about the motive behind them and how this will fall under God’s judgement</p> <p>When negative attitudes to others build up inside a person, they are to go and reconcile their differences before offering worship to God</p>	<p><b>Lesson 6 What do I want more than anything else?</b> Matthew 6:19-34</p> <p>Storing up wealth on this earth is subject to theft, fire, inflation, stock market fluctuations and economic change</p> <p>If you focus on accumulating wealth then that is where your heart is and your time and energy</p> <p>The eye is a window to what people think internally. In this illustration about money the inner person is full of light if generous and warm towards others and full of darkness if ungenerous, mean and critical.</p> <p>You can not be devoted to both money, and what money will buy, and to God.</p> <p>Jesus speaks about how wrong it is to worry because worry is essentially a failure to trust God</p> <p>Kingdom people are distinguished by seeking first what God wants and He will add the things they need.</p>
<p><b>Lesson 7 What is my life’s foundation?</b> Matthew 7:24-27</p> <p>In the last part of the Sermon on the Mount Jesus states clearly that a person’s life needs to be built on</p>	<p><b>Lesson 8 Have I really understood Jesus’ teaching?</b> Matthew 5-7</p> <p>The Beatitudes are about the character of Christians. Happy are:</p>

<p>Him alone. There are no other religions or philosophies that can lead to God for each represents building on sand</p> <p>Sincere belief is not enough. It does matter what you believe and in whom you put your trust.</p> <p>This final claim by Jesus puts the Sermon well beyond a set of ethical teachings and challenges every reader to face up to the key question: Who is Jesus?</p> <p>When difficulties occur and life seems to be disintegrating, only those built on the rock (Jesus) will survive to know God and be accepted into His Kingdom. This Rock is Jesus Himself and not a religious system or religious denomination built around Him.</p>	<p>the poor in spirit those who mourn the meek those who hunger and thirst after righteousness the merciful the pure in heart the peacemakers those who are persecuted.</p> <p>As salt and light Christians are to be different to the world God is interested in what is going on inside a person, not only their outward obedience.</p> <p>Love your enemies because revenge has no place in the Kingdom of heaven</p> <p>Prayer characterises a relationship with God.</p> <p>You can not be devoted to both money, and what money will buy, and to God.</p> <p>It does matter what you believe and in whom you put your trust. Jesus is the Rock in which lives are to be built.</p>
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**UNIT 8 -1 Title: The Bible's storyline**

<b>YEAR 8</b>	<b>Term 1</b>	<b>Strand</b>	<b>Biblical foundations</b>
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	<b>Lesson summary</b>		
1	Beginnings Genesis. 1-11	5	Remember the promises 1 Kings – Malachi
2	Big promises Genesis 12-Deuteronomy .	6	The promise fulfilled Matthew-John
3	A matter of trust Joshua – 2Chronicles.	7	The promise continues Acts-Revelation
4	The wisdom books: Job – Song of songs.		

**Introduction:**

Building on the themes introduced in Year 7, this unit expands on these 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 enhance students' understanding of the Bible as a whole by tracing the history of God's people and His promises from Genesis to Revelation and the centrality of the life, death and resurrection of Jesus.

**Expected outcomes**

Students will

- understand the scope of the Bible and know how the different books fit together
- develop a time line as a tool to understand the scope and history of the Bible
- appreciate the creation story as a foundation for God's involvement with humans
- know God's promises and their importance to us
- understand how Jesus is the fulfilment of God's promises
- become familiar with the Biblical narrative of God's plan for humans and how He has activated it throughout history
- recognise that God's plan is still being worked out according to His will
- consider the implications of God's actions throughout history for their own lives

**TEACHER NOTE:**

When preparing lessons to teach the main points, teachers are responsible for selecting age appropriate resources and activities that are sensitive to the needs of their class.

**Main points**

<p><b>Lesson 1 Beginnings</b></p> <p>Gen:1-11</p> <p>God is the creator of everything</p> <p>Humans are created in <i>the image of God</i></p> <p>Humans have dominion over the earth</p> <p>Humans were given free will and chose not to totally trust God, breaking their relationship with Him by disobedience (original sin)</p> <p>The consequences of sin are exclusion from God, work, pain and death</p> <p>God is unhappy with the disobedience of humans and wants to destroy them but Noah trusted God and saved his family and animals</p> <p>God forms an agreement (covenant) with Noah and gives humans a second chance .</p>	<p><b>Lesson 3 A matter of trust</b></p> <p>Joshua to Chronicles</p> <p>On the death of Moses, Joshua leads the people across the Jordan River into the Promised Land and after many battles takes hold of the land.</p> <p>The nation of Israel grows but God needs to provide judges at key times to protect them but the people eventually want a king like other nations.</p> <p>The prophet Samuel anoints Saul as king but he turns away from God and Samuel anoints a young boy David as the next king.</p> <p>David kills a giant Goliath to win favour with the king but Saul's jealousy clouds his judgement and eventually he dies in battle and David becomes king.</p> <p>David has a special relationship with God and the nation is supreme in the region during David's rule and his son Solomon.</p> <p>On Solomon's death the kingdom is split into Israel and Judah and ruled by kings who mostly follow other religions. Only a few kings try to turn the people back to God and the prophets predict that God will judge and destroy both nations.</p>
<p><b>Lesson 2 Big promises</b></p> <p>Gen 12 – Deut</p> <p>Abraham obeys God and moves his whole clan to a promised land and forms a covenant where God will give him many descendants and land</p> <p>Sarah has a son Isaac in her old age</p> <p>The promise carries down through Isaac to Jacob but not Esau.</p> <p>Jacob has twelve sons (the origin of the names of the 12 tribes of Israel). Joseph, his favourite, is abandoned by his brothers and taken to Egypt where he becomes the administrator of the country.</p> <p>God works His promise through Joseph but under a future Pharaoh the Hebrews becomes slaves.</p> <p>Moses is chosen by God to lead His people out of Egypt to the land God promised to Abraham.</p> <p>God miraculously provides for Moses and the Hebrews to get their release and to see them through to the Promised Land</p> <p>God delivers the Ten Commandments to Moses but the disobedience of the Hebrews to God destines them to wander for 40 years in the wilderness before being able to enter the Land.</p>	<p><b>Lesson 4 The wisdom books</b></p> <p>Job – Song of songs</p> <p>The Bible contains books that are not narratives but poetry and wisdom literature.</p> <p>Job is about a man who loses everything but keeps his faith in God who restores everything that he has lost</p> <p>Psalms are songs written mainly by King David that praise God and express some of David's deepest thoughts and anguishes about his life and relationship with God</p> <p>Proverbs are attributed to Solomon, David's son and provide practical everyday advice.</p> <p>Ecclesiastes provides a broad picture of the meaningless of life without knowledge of God.</p> <p>Song of Songs is poetry about the loving relationship between a man and a woman.</p>

<p><b>Lesson 5 Remember the promises</b></p> <p>Isaiah to Malachi and Ezra, Nehemiah and Esther</p> <p>Isaiah is prophecy about the destruction of Israel and Judah and the nations around them and about the coming, life and death of the Messiah (Jesus). Jeremiah prophesises about the destruction of Judah and Lamentations is poetry about sorrow after its loss.</p> <p>The 12 Minor Prophets Hosea to Malachi illustrate the implicit story line of the people of God moving from covenant betrayal by God's people, through punishment (exile) to restoration back in the promised land.</p> <p>During and after the exile the books of Ezra, Nehemiah, Esther and Daniel describe the people of God during exile and the circumstances by which they return to the Promised Land.</p>	<p><b>Lesson 7 The promise continues</b></p> <p>Acts to Revelation</p> <p>The book of Acts describes the development of the early church from the ascension of Christ, to the coming of the Holy Spirit at Pentecost, the early martyrs, the conversion of Paul and his missionary journeys in which God acts in power to establish churches throughout Asia Minor and onto Rome. Romans to Jude are letters mainly from Paul to the new Christian churches which develop Christian beliefs (doctrine), encourage the new Christians and admonish some for practices that are not consistent with their beliefs.</p> <p>The Book of Revelation is a vision given by God to the apostle John of heaven and the end of time when God will fully establish His Kingdom.</p>
<p><b>Lesson 6 The promise fulfilled</b></p> <p>Matthew to John</p> <p>The Gospels describe the life and teachings of Jesus. Matthew is written for Jewish readers and provides wisdom for believing and living as a follower of Jesus. Mark is the first written Gospel and is very direct and concise in its use of language. He asserts Jesus coming into the world as planned by God and outlines the key features of His ministry, life and death.</p> <p>Luke embellishes the other Gospels by including more about the birth and life of Jesus. There are more parables and a greater focus on the marginalised in that society.</p> <p>John is not a narrative but a thematic presentation of the life and teachings of Jesus. Themes such as Word, Light, Life, Believe, Glory, and Truth bring deeper insight into the true nature of Jesus as the Son of God.</p>	

**UNIT 8-2 Title: Jesus' Journey (Luke's Gospel)**

YEAR 8	Term 2	Strand	Biblical Message(BM )
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Lesson summary			
1	The beginning of the journey - birth	5	Last night of the journey
2	Encounters on the journey	6	End of the journey - death
3	Followers on the journey	7	A new beginning - resurrection
4	Opposition on the journey	8	A new journey - ascension

**Introduction:**

In Year 7, students explored Mark's Gospel. In Year 8, students will explore Luke's Gospel, which tells the story of Jesus' life journey from birth to ascension. Students can follow Luke's story to discover more about the fulfilment of God's plan introduced in the previous unit.

**Aim:** To provide students with an overview of Jesus' life by following Luke's record of his journey from Bethlehem to Nazareth and then to Jerusalem. When students see Jesus life as a journey they are better placed to decide if what he says about his journey is relevant to them today.

**Expected outcomes**

Students will:

- identify the miraculous events of Jesus' birth;
- understand the importance of baptism for Jesus;
- recognise Jesus' role as a teacher about God;
- appreciate Jesus' love for us when He died on the cross;
- Investigate the claims and demonstrations of Jesus' authority;
- understand Jesus' call to his disciples to deny themselves;
- Identify the opposition that Jesus faced;
- understand why Jesus willingly faced death;
- know about Jesus' role as the resurrected judge, ruling over the universe;
- Reflect on the significance of Jesus' death for their own lives;
- examine the concept of grace and its impact on the lives of individuals.

**TEACHER NOTE:**

When preparing lessons to teach the main points, teachers are responsible for selecting age appropriate resources and activities that are sensitive to the needs of their class.

**Main points**

<p><b>Lesson 1 The beginning of the journey - birth</b></p> <p>Jesus' birth fulfilled prophecies</p> <p>Jesus birth was accompanied by miraculous signs</p> <p>Jesus was more than an ordinary person</p> <p>The prophecies, signs and testimonies indicate that Jesus was the Messiah and Son of God.</p> <p>John the Baptist witnessed to who Jesus was.</p> <p>God affirms Jesus as His son at His baptism</p> <p>Luke 1:26-38, Luke 3: 21-22</p>	<p><b>Lesson 5 Last night of the journey</b></p> <p>Jesus knew of His betrayal and the betrayer</p> <p>Jesus betrayal was foretold</p> <p>Jesus accepted His Father's will that He go to the cross.</p> <p>Jesus submits to those arresting Him</p> <p>His arrest does not lead to rebellion</p> <p>Luke 22: 39-53</p>
<p><b>Lesson 2 Encounters on the journey</b></p> <p>Jesus was a great teacher Jesus often taught in parables</p> <p>Jesus taught to love one another even enemies</p> <p>Jesus is the originator of the golden rule – <i>'Do to others as you would have them do to you.'</i></p> <p>Jesus lived up to His own standards</p> <p>Jesus had authority over sickness, demons and the natural elements.</p> <p>Luke 6:27-36; Mark 4:35-46</p>	<p><b>Lesson 6 End of the journey - death</b></p> <p>Jesus sacrifices Himself for the sins of the world</p> <p>Jesus was the perfect offering to pay for sin.</p> <p>In death, Jesus accomplished His Father will as the sinless man dying for the sins of others</p> <p>There was no other way – sin required punishment (death)</p> <p>Jesus death makes it possible for us to come to God and ask forgiveness because Jesus has paid the price for our sin</p> <p>Luke 23: 26-49</p>
<p><b>Lesson 3 Followers on the journey</b></p> <p>Jesus called on His disciples to give up everything to follow Him.</p> <p>Jesus said, 'Deny yourself, take up your cross and follow me.'</p> <p>Peter claims that Jesus is God's Messiah.</p> <p>Luke 8: 57-62</p>	<p><b>Lesson 7 A new beginning - resurrection</b></p> <p>Jesus resurrection completes God's plan of salvation.</p> <p>Jesus was raised physically – He was recognisable.</p> <p>The resurrection affirms Jesus as God's son.</p> <p>The resurrection demonstrates that there is life after death.</p> <p>Jesus now reigns with God over His creation and will not die again.</p> <p>Luke 24: 36-49</p>
<p><b>Lesson 4 Opposition on the journey</b></p> <p>Jesus was opposed by religious leaders</p> <p>Jesus is rejected by His own town</p> <p>Many of the people reject Jesus</p> <p>At His trial the crowd turns against Jesus.</p> <p>This opposition was predicted in the Old Testament.</p> <p>Luke 20: 17-19; Mark 5:17, Matthew 13: 53-58</p>	<p><b>Lesson 8 A new journey - ascension</b></p> <p>God accepted Jesus sacrifice, raised Him from the dead and brought Him back to Himself.</p> <p>Jesus reigns as king of the universe.</p> <p>Jesus promised that when He left the Holy Spirit would come.</p> <p>Today, Jesus is alive and well and there for us.</p> <p>Luke 24:50-53; John 14:25-27</p>

**UNIT 8 – 3 Title: Old testament people and events**

YEAR 8	Term 3	Strand	Response
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	Lesson summary		
1	Noah and God's promises	4	Daniel and the pit of lions
2	Moses and the Law	5	Bible Quiz
3	David and Goliath		

**Introduction:**

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 in this unit.

**Aim:**

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

**Expected outcomes**

Students will:

- understand more about the concept of a divine power
- know about the claim of the Bible relating to God's character, purpose and action from before recorded time until the present and into the future.
- know more about the historical context of the Bible, its purpose construction and claims.
- understand the relevance of the Bible to present day society
- appreciate the place of religion, beliefs and moral codes in the lives of individuals and groups.
- further develop a personal values system recognising that it is based on moral / religious beliefs.

**TEACHER NOTE:**

When preparing lessons to teach the main points, teachers are responsible for selecting age appropriate resources and activities that are sensitive to the needs of their class.

**Main points**

<p><b>Lesson 1 Noah and God's promises</b></p> <p>Genesis 1-11 reveals the unfolding effects of sin. God's judgment on human society, after the sin of Adam and Eve, climaxes in the flooding of the earth which illustrates both the judgment and the mercy of God</p> <p>Noah and his family alone, along with animals and birds, were spared because Noah believed God and built an ark.</p> <p>Creation was given a second, "fresh" start by God after the flood. Genesis 9:7-13</p> <p>Our "fresh" start is seen in God's supreme act of judgment and mercy in the death of Christ on the cross, where the power of sin and death were destroyed.</p>	<p><b>Lesson 3 David and Goliath</b></p> <p>David was, based on physical appearance and age, the least likely of Jesse's son to be chosen by God to be king. 1Samuel 16:7</p> <p>Chosen by God, David continues the great promise of descendants who would rule God's people forever. 2Samuel 7:11-13</p> <p>David's zeal for God is shown in his outrage at the provocation of the Philistine giant. He has no hesitation in confronting him.</p> <p>David kills Goliath and creates an enemy of Saul because of jealousy.</p> <p>As Saul pursues David to kill him, David is protected by God with the help of Jonathan, Saul's son.</p> <p>Saul eventually takes his own life in battle and David becomes the most successful king of Israel.</p> <p>David points us forward to Jesus as God's greatest ever anointed King, who defeated sin and death once and for all..</p>
<p><b>Lesson 2 Moses and the Law</b></p> <p>The 10 commandments were part of God's covenant with His chosen people based on His historical act of bringing them out of slavery into freedom. He would be their God and they would be His people obedient to the laws of the covenant.</p> <p>God's Israelites were never able to keep these laws - and neither can we.</p> <p>The human consequence is for God to enact the curse of the covenant, exclusion from relationship with Him because of disobedience.</p> <p>The Law (including the 10 commandments) pointed to Christ, for He kept the law perfectly on our behalf and offered Himself as a perfect sacrifice for our failure.</p> <p>The law of God fits perfectly into the "big story" of God's plan of salvation</p> <p>What the commandments say ( Exodus 20:1-17) is given additional interpretation by Jesus (Matthew 5:17-48).</p> <p>Jesus bore the curse of the law (exclusion from God) when He died on the cross so that we are released to know God by faith in the sacrificial death of Jesus. Galatians 3:13</p>	<p><b>Lesson 4 Daniel and the pit of lions</b></p> <p>God's people fail to keep the covenant and, as punishment, God allows invasion, deportation and a prolonged exile in Babylon.</p> <p>Among the exiles is Daniel who maintains his unswerving devotion to God in spite of dire threats of punishment from his captors</p> <p>Daniel is ultimately thrown into a pit of lions for not bowing to a statue of the king, but God repays his faithfulness by miraculously protecting him. Daniel 6:1-23.</p> <p>God shows His purposes in protecting Daniel and lifting him into a position of high status where his ability to interpret dreams gives him additional power and authority.</p> <p>Christians also know that no matter what might befall them on this earth, they are citizens of heaven and can not be separated from the love of God Romans 8:38-39.</p>
	<p><b>Lesson 5 Bible quiz</b></p> <p><b>Teacher's note:</b></p> <p>There are several ways that this quiz can be conducted.</p> <p>prepare a written test, hand it out and mark it</p> <p>have the students form teams and have them prepare the questions based on the last four lessons and allow them to ask the other teams.</p> <p>as in 2 above but form two teams – boys and girls.</p>

**UNIT 8 – 4 Title: Questions about God and life**

<b>YEAR: 8</b>	<b>Term 4</b>	<b>Strand</b>	<b>Christianity and life</b>
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	<b>Lesson summary</b>		
1	The beauty myth	4	Misconceptions about the Bible
2	Censorship	5	The riddle of suffering
3	Science and God	6	Other religions

**Introduction:**

For many students God will have no relevance to their everyday life. In 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 gives an opportunity to examine ethical issues from a biblical perspective. Issues to be covered in this unit include: life, death, relationships, suffering, forgiveness and meaning.

**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.

**Expected outcomes**

Students will:

- develop their understanding of how to apply the Bible to their lives
- engage in discussion of controversial issues
- be able to distinguish between myth and fact
- know more about the basics of biblical theology.
- have an enhanced understanding of the life and teaching of Jesus,
- appreciate the significance of Jesus' death and resurrection
- acknowledge different opinions and respond appropriately to them
- examine a range of personal and public ethical issues.
- understand the need to grow in their personal knowledge of God and in the context of Christian
- community and through opportunities to serve others.

**TEACHER NOTE:**

When preparing lessons to teach the main points, teachers are responsible for selecting age appropriate resources and activities that are sensitive to the needs of their class.



**Main points**

<p><b>Lesson 1 The beauty myth</b></p> <p>Being made in God's image is about being made like God so that our nature reflects many of His qualities. Love, high level intelligence, reasoning, and an ability to relate to others especially God are all aspects of God's own character.</p> <p>Humans carry the features of their genetic lines mainly their parents. They are all unique and loved by God.</p> <p>Different cultures place importance on different physical features – skin colour, body shape, hair, nose size etc. or on clothes and accessories.</p> <p>The beauty myth is the cultural and commercial stereotyping of a desirable look that can define whether a person is accepted into particular social groups and the target for the marketing of products. Christians need to be careful not to be hooked into this false god of beauty. Matthew 6:25-27 don't be drawn into worrying about beauty. Romans 12:1-2 do not conform to the pattern of this world but be transformed.</p>	<p><b>Lesson 3 Science and God</b></p> <p>Religion is about <u>who</u> created the world and science is about <u>how</u> it works and came into being. There is no natural conflict between the two. Christian scientists work for the glory of God by understanding and revealing His creation.</p> <p>A study of science helps us to understand God's creation – the vastness of the universe, the intricacy of design, the physical laws and the importance of life. Some Christians have very literal interpretations of the Bible that place them in conflict with science especially the theory of evolution. Other Christians accept the theory of evolution but recognise that it is an incomplete explanation.</p> <p>Throughout history there have been many scientists who have been leaders in their field who have advanced science including Copernicus, Bacon, Kepler, Galileo, Newton, Faraday, Boyle.</p> <p>Today many of the world's best scientists are Christians including Alexander, Erti, Ellis, Dyson</p>
<p><b>Lesson 2 Censorship</b></p> <p>In western cultures right and wrong has been traditionally defined by our knowledge of God's character and Judeo-Christian history resulting in the laws of Australia.</p> <p>The law is not sufficient to define what is right in every life situation and Christians rely on their knowledge of God's character. Acting inconsistently with God's character is sin.</p> <p>Sin corrupts individuals, families, social groups, organisations and governments.</p> <p>The importance that our society gives to sex raises particular concerns for Christians as they attempt to reflect God's character is what they do.</p> <p>Sexual sin within families (incest, sexual assault) marriage (adultery) society (rape, prostitution, and paedophilia) all take a terrible toll on relationships often destroying families, organisations and governments.</p> <p>Our society tries to place restrictions on sexual matters – censorship, age of consent, abortion, prostitution and to make others illegal – rape, incest, sexual assault and paedophilia.</p> <p>The availability of sexually explicit material on Internet, in movies and in print challenges Christians to exercise discrimination and self control so they are not hooked into the false god of sex. 1Corinthians 6: 18-20</p>	<p><b>Lesson 4 Misconceptions about the Bible</b></p> <p>The books of the Bible were written by many different people. Some are history, some are poetry, some are narratives and others are revelation and prophecy. The authors recorded what they believed God wanted them to write. The term "canon" is used to describe the books that are divinely inspired and therefore belong in the Bible. When the Bible was compiled, if a book was not consistent with other books or lacked authenticity it was rejected and not included.</p> <p>Jesus and the disciples held the Old Testament in high esteem quoting from it and acknowledging it as God's word to His people. The New Testament books are an extension of this regard for what God is telling His people. 2Timothy 3:16</p> <p>Throughout its history the Bible has changed lives and been used by the Holy Spirit to bring people into the Kingdom.</p> <p>The Bible and Christianity continue to change the world. Universities originated in a Christian setting to study theology, law and medicine. Today Christian institutions continue to fund and support higher education as well as other forms of education.</p> <p>Although on the decline in some increasingly secular countries like Australia, worldwide Christianity is expanding and the Bible remains the world's best selling book influencing the lives of hundreds of millions of people.</p>

<p><b>Lesson 5 The riddle of suffering</b></p> <p>In Christianity, suffering is seen to be part of the curse resulting from sin as explained in the story of Adam and Eve. Only when Jesus comes again will suffering disappear. Genesis 3:14-19</p> <p>Paul considered it part of being a follower to share in suffering given the suffering of Christ on the cross. 2Corinthians 1:5</p> <p>God knows all about suffering when He allowed Jesus to die on the cross for people who didn't deserve that sacrifice.</p> <p>Hindu – Suffering in Hinduism is a natural part of this life, and can follow two paths. Suffering that someone is forced to endure is thought to be the result of bad karma incurred either in this life or in a previous one. A person can also choose to endure suffering to enable a more fortunate incarnation in the next life.</p> <p>Islam: suffering is due to one's sins, for Allaah wants this suffering to erase these sins which were made by a Muslim.</p> <p>Buddhism is a religion concerned with suffering. It never really stops studying the suffering of oneself and that of other people. These form a central focus of the religion, its practice and its philosophy.</p>	<p><b>Lesson 6 Other religions</b></p> <p>Christianity is about what God has done and not what we should do to attain favour with Him.</p> <p>In Christianity, humans are separated from God by sin which carries a penalty of eternal separation. No amount of good deeds wipe out sin so God took the initiative to provide a sacrifice which would take away our sin – Jesus. His death provides a new access to God through forgiveness based on repentance and faith.</p> <p>In Christianity God become human and deals with sin for all time. In no other religion does god become human.</p> <p>In Islam obedience (what you do) to the will of Allah expressed in the Koran and following the five pillars of Islam can lead a person to eternal life.</p> <p>In Hinduism living a good life brings the reward of a higher status in the next life.</p> <p>In Buddhism meditation overcomes suffering.</p> <p>In Judaism obedience to the law of God and sacrifice brings salvation.</p> <p>Shinto, the traditional religion of Japan, is highly animistic with spirits of nature believed to exist everywhere. These range from the major (such as the goddess of the sun), which can be considered polytheistic, to the minor, which are more likely to be seen as a form of animism.</p> <p>Confucianism with particular emphasis on the importance of the family and social harmony, makes the core of Confucianism <a href="#">humanistic</a>.</p>
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**UNIT 9 – 1 Title: Life in the past lane**

<b>YEAR: 9</b>	<b>Term 1</b>	<b>Strand</b>	<b>Biblical foundations</b>
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	<b>Lesson summary</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

**Introduction:**

In Year 8 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 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 to the present

**Expected outcomes**

Students will:

- understand significant events that changed the course of history over the past 2000 years for better or worse
- know about the lives of key individuals in the history of the church.
- begin to describe and analyse the effect that the Gospel, people and events have had on the present
- understand some of the tension between church and state
- understand the causes and impact of the Reformation
- develop a timeline of church history
- critically reflect on the appropriateness of church decisions and law over the centuries
- appreciate the difference that the gospel has made on the history of the western world
- evaluate the gospel message as a major political and social force in the world

**TEACHER NOTE:**

When preparing lessons to teach the main points, teachers are responsible for selecting age appropriate resources and activities that are sensitive to the needs of their class.

**Main points**

<p><b>Lesson 1 The Roman peace</b></p> <p>From the beginning, Christians faced persecution for their beliefs from most Jews who opposed it including initially the apostle Paul and where Romans wanted Christians to bow to the Emperor as a representative of their gods</p> <p>Persecution was not however widespread initially as the Romans respected religious difference.</p> <p>Increasingly Christians faced death for believing in Jesus, but with persecution came growth in the number of Christians thus posing a threat to Roman authority.</p> <p>During the time of Nero 54-68 AD persecution was widespread as he blamed them for the burning of Rome which he initiated and in ignorance accused them of other crimes including cannibalism in relation to the Lord's Supper.</p> <p>In many parts of today's world Christians face persecution and even death just for being Christian. Holding onto beliefs when your life is threatened demands a huge commitment.</p>	<p><b>Lesson 3 Emperor Constantine</b></p> <p>Constantine was a soldier and when his father died his troops declared him Emperor of the Eastern half.</p> <p>After visions and an important victory in 312 AD he issued in 313 AD the Edict of Milan with Licinius the Emperor of the western half.</p> <p>The edict granted freedom of worship, ended persecution against Christians and restored confiscated individual and church property.</p> <p>Under Constantine 325 AD, the Council of Nicaea is set up to address Arian heresy about the non-divinity of Christ and from it come the Nicene Creed.</p> <p>Constantine allowed syncretism – the acceptance of many religions - and was only baptised a few days before His death.</p> <p>Constantine allowed Christianity to grow faster.</p> <p>A dominant religion, or laws reflecting a religion, do not make for a Christian country, but Christians obey the government of the day because it is put there by God and all worldly power is ultimately under His control.</p> <p>.</p>
<p><b>Lesson 2 Retreat or relate</b></p> <p>Monasticism was driven by a desire to escape the evils of the world.</p> <p>The first monks were hermits who withdrew into desert areas seeking communion with God and freedom from the distractions of the world, for example, Anthony of Egypt.</p> <p>From the 4<sup>th</sup> Century, the increasing numbers seeking this common lifestyle led to clustering and monasteries.</p> <p>Genuine communities required organisation, rules and governance (an abbot).</p> <p>Monks took vows of poverty (no possessions) and chastity (never marry).</p> <p>Due to excesses by some communities Basil of Caesarea set up a model that became the norm.</p> <p>It suspended hermits, moved monasteries to the cities to improve Christian service, limited self inflicted suffering and increased education.</p> <p>During the 5<sup>th</sup> Century monasteries grow across Britain and in the 6<sup>th</sup> Century Benedict and Italian monk set up an influential system which then became the norm.</p> <p>Today some Christians want to withdraw from the world and form communities. Jesus words about Christian being light and salt indicate a need to stay in the world.</p>	<p><b>Lesson 4 The struggle for power</b></p> <p>The positions of Pope and Emperor brought conflict as each tried to claim more power than the other.</p> <p>The Pope was the supreme ruler of the church.</p> <p>The concept of Pope derives from Jesus' instructions to Peter who is regarded as the first Pope.</p> <p>Early popes claimed spiritual and temporal powers from Peter known as apostolic succession.</p> <p>The 6<sup>th</sup> Century Pope Gregory mixed his political and economic roles with becoming Pope resulting in the temporal powers of the Pope being extended.</p> <p>In 800AD Charlemagne is crowned Emperor of the West to become known as the Holy Roman Empire.</p> <p>In the 10<sup>th</sup> Century there was a series of corrupt, incompetent and immoral popes including breaking the celibacy rule and accepting bribes for positions.</p> <p>In the 11<sup>th</sup> Century the powers of Emperor and Pope were again tested by the issue of who could appoint bishops. Both prevailed.</p> <p>Christians in leadership need to follow Biblical principles.</p> <p>Today's political leaders face similar problems and often there are claims of hypocrisy.</p>

**Lesson 5 The Crusades**

From the 6<sup>th</sup> Century, Islam spread rapidly and by 1000 AD had established itself in parts of Europe and the entire Middle East including Palestine.

Both religions claimed Jerusalem as theirs. Islam as the place where Mohammed ascended and Christians as the place of the crucifixion.

The Crusades were primarily focused on liberating Jerusalem from the Turkish Muslims.

The crusaders saw themselves as pilgrims with many motivated by the Pope's offer to remit their sins if able to retake Jerusalem.

The first crusade 1095 AD defeated the Turkish Muslims and took Jerusalem destroying the city and its mosques.

Subsequent crusades were needed to retake Jerusalem from other Muslim invaders.

Not all the crusades were successful and along the way crusaders gained a reputation for ruthless destruction and loss of innocent life.

The opening up of the region did lead to economic, scientific and cultural benefits.

Christians need to accept people with different and divergent beliefs but not the beliefs. Respecting people's right to different beliefs is not the same as respecting their beliefs.

**Lesson 6 The Renaissance**

The Renaissance was a cultural movement that began in Italy in 14<sup>th</sup> Century and spread throughout Europe

Humanism grew as people relied on human intellect to interpret knowledge.

Art became three dimensional and used secular subjects of the natural world and the human body not only religious subjects.

Empirical evidence, mathematical deduction and logic and reasoning led to the scientific method leading to great advances in astronomy, physics, biology and anatomy.

Religion and humanism worked together as humanism maintained a Christian foundation leading to *individualism*.

Humanism developed into a philosophy where the individual not God is at the centre.

Being a Christian inspires individuals to do their best in every situation. They do it as an act of worship to God irrespective of the greatness of the work or its menial nature.

**Lesson 7 The Reformation**

During the Renaissance the church's desire for power and money led to corruption including selling indulgences – payment for full or partial removal of sins leading to great wealth within the church.

Martin Luther was a Roman Catholic priest who could not accept these corruptions in the church and who also came to understand that salvation was entirely by the grace of God and could not be earned or bought. Faith in the saving work of Jesus led to people being accepted by God.

Asserting that the Bible was his authority, Luther and others became known as Protestants because they protested the practices of the church.

Luther's teaching spread throughout Europe and the invention of the printing press distributed his ideas.

Another reformer, John Calvin contributed a definitive explanation of reformation theology that remains a standard theological text.

Today many people still think that if their good deeds exceed their bad then God will accept them. There is nothing in scripture to support this view.

Knowing God by faith in Jesus is the cornerstone of Christianity and the how salvation is accessed.

**Lesson 8 Heroes of the faith**

Martyrs are people who die because of their religious beliefs.

The beliefs that challenged the Roman Catholic church were salvation by: Scripture alone, faith alone, grace alone, Christ alone, glory to God alone

William Tyndale was a highly learned man who knew many languages and was concerned with the lack of study of the Bible in theological courses and training for priesthood.

Tyndale translated the New Testament into English and it was printed but in England copies were seized and burnt. Other publications followed.

Tyndale spent most of his time in hiding and was finally arrested, strangled and burnt at the stake.

Hugh Latimer was Bishop of Worcester and a passionate advocate for the Catholic Church and who was converted to the doctrine of the reformers.

Latimer faithfully preached the reformed doctrine despite opposition from the church.

Latimer had the favour of King Henry 8<sup>th</sup> because he sided with him in the annulment of a marriage but lost this

	<p>favour when he would not sign an Act of parliament shoring up the doctrines of the Catholic Church and was imprisoned.</p> <p>When Henry's wife Mary, a staunch Catholic, became Queen she persecuted the Protestants and Latimer was one of the first to be killed.</p> <p>Alice Driver was also martyred during the period of Latimer for her protestant beliefs.</p> <p>In many parts of the world, Christians are being called on to deny Christ and, as a result of standing firm, being persecuted and often killed. They are less likely to be killed by other Christians.</p>
<p><b>Lesson 9 The Age of Enlightenment</b></p> <p>The philosophic, scientific and cultural outlook of eastern society in the 17<sup>th</sup> and 18<sup>th</sup> Centuries is known as the Age of Enlightenment.</p> <p>Humanism evolved into a focus on the intellect of humans not God and scientific method was closely aligned.</p> <p>Isaac Newton was one of the greatest scholars. Although believing in God the creator he believed that God had left His universe to run according to the laws He embedded. Newton was a <i>Deist</i> – belief in a God but not the supernatural..</p> <p>Newton made huge contributions to physics and mathematics.</p> <p>During this period the people of European countries had become disillusioned by both the Catholic and Protestant churches</p> <p>People embraced the focus on human intellect accepting truth to be relative, discovered by human reasoning and an outcome of scientific method, not the Bible.</p> <p>Christians today still struggle with the need to rely on God and to use their intellect and accumulated secular knowledge to make ethical decisions.</p> <p>Without God's standards right action is likely to be subjected to the vagaries of secular humanism.</p>	<p><b>Lesson 10 The Salvation Army</b></p> <p>The Salvation Army is one of the world's most celebrated and best known Christian welfare agencies.</p> <p>As a child and young man, William Booth experienced the affects of poverty on individuals and families. From his conversion to Christianity as a teenager, Booth sort to couple together preaching and strategies to alleviate poverty.</p> <p>Booth and his wife Catherine established a mission that was later to become the Salvation Army adopting military structures and titles</p> <p>They experienced opposition for their focus on alcoholics, prostitutes, drug addicts and other marginalised people and for their direct social welfare.</p> <p>Booth's vision and practice applied the Gospel to problems of the day – homelessness, drunkenness and appalling working condition.</p> <p>The Salvation Army is a world-wide one that assists people in need and its non discriminatory policies and openness to all communities makes it well respected by the entire community.</p>

**UNIT 9 – 2 Title: Exploring Biblical themes**

YEAR 9	Term 2	Strand	Biblical Message
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	Lesson summary		
1	Grace	4	A place to belong
2	Forgiveness	5	Inheritance
3	Light and darkness	6	New life

**Introduction:**

Biblical Message in Year 9 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 evaluate for their lives.

**Expected outcomes**

Students will:

- know about the promises of:
  - grace,
  - forgiveness,
  - entry into the light,
  - a true home,
  - abundant inheritance and
  - new life for all who follow Jesus
- understand that the message of Jesus is life changing for those who accept it.
- critically reflect on the key messages of the book of Ephesians
- evaluate the significance for their lives of the key messages from Ephesians
- participate in classroom discussion to clarify opinions and beliefs.

**TEACHER NOTE:**

When preparing lessons to teach the main points, teachers are responsible for selecting age appropriate resources and activities that are sensitive to the needs of their class.

**Main points**

<p><b>Lesson 1 Grace</b></p> <p>Grace is the undeserved favour of God. It is freely given by God and cannot be earned.</p> <p>Sin is serious, universal, deserves punishment and can not be overlooked by God.</p> <p>Humans have no solution to the problem of sin separating them from God.</p> <p>God provides a solution in the perfect sacrifice, Jesus who dies for the sins of all.</p> <p>Access to God is now possible because our sin can be taken by Jesus to leave us righteous before God.</p> <p>Ephesians 2:4-10</p>	<p><b>Lesson 4 A place to belong</b></p> <p>Feeling that you belong can refer to a place, a person, a group and a community.</p> <p>Citizenship is conferred on people through birth and through naturalisation and it brings both responsibilities and privileges.</p> <p>Christians are caught in two worlds. They are here on earth but are citizens of heaven where their true home is.</p> <p>This citizenship comes from knowing Jesus and being accepted into God's kingdom. It is partly, not fully, here in this world but accessed fully through death.</p> <p>Being a citizen of heaven has responsibilities and implications for everyday life.</p> <p>Ephesians 2:11-13, 18-19</p>
<p><b>Lesson 2 Forgiveness</b></p> <p>Forgiveness is to pardon someone for something they have done. God pardons us of sin by faith in Jesus.</p> <p>Forgiveness is very hard but brings rewards of release and empowerment to the person forgiving and the person forgiven.</p> <p>Christians learn to forgive others as they reflect on how much God has forgiven them.</p> <p>Harbouring blame, hurt and resentment only depower Christians from God's work.</p> <p>Forgiveness can restore relationships between individuals and communities.</p> <p>God continues to forgive if we seek to repent and ask His forgiveness.</p> <p>Ephesians 1:7, 4:31-32</p>	<p><b>Lesson 5 Inheritance</b></p> <p>Faith in Jesus leads to being a member of God's family.</p> <p>We are not natural children of God but adopted into His family.</p> <p>As children of God we are assured an inheritance including eternal life.</p> <p>Being a Christian does not mean an easier life on this earth. Christians are subject to all the tragedies and unexpected sorrows of this life but they focus on their true home – their inheritance.</p> <p>Ephesians 1:4-5, 13-14</p>
<p><b>Lesson 3 Light and darkness</b></p> <p>Light and darkness represent good and evil in the Bible.</p> <p>Evil exists in the world and can be the product of human sin. It is actions that are the opposite to and against the nature of God.</p> <p>Jesus is described as the light because He brings knowledge of God, His character and purpose.</p> <p>By contrast the darkness is always those things that are opposed to God.</p> <p>The darkness that exists in the world today can only be overcome by the light that Jesus brings.</p> <p>In His death Jesus overcame the forces of darkness and God raised Him from the dead to bring light into the world for all generations.</p> <p>Jesus calls people to come out from dark lives and to live in His light.</p> <p>Ephesians 5:8-11, 6:12</p>	<p><b>Lesson 6 New life</b></p> <p>Paul's writings to the churches speak of an old life and a new one.</p> <p>The new life begins when Jesus becomes Lord and saviour. The implications are that the new life will be different from the old life.</p> <p>For each person being a Christian may involve stopping or giving up or changing aspects of their life which are not consistent with the very character of God. This is termed putting off the old self or old life.</p> <p>As well as putting off, the new life brings new ways of loving God and our neighbour. Ephesians 4:32</p> <p>The new life brings a different perspective to all aspects of life.</p> <p>The new life is not to be lived alone but in a community of Christians usually a church whose hallmark is love.</p> <p>Ephesians 4:11-16</p>



**UNIT 9 – 3 Title: Being human from a Christian perspective.**

YEAR 9	Term 2	Strand	Biblical Message
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	Lesson summary		
1	Identity	5	Identity and freedom
2	What does it mean to be human?	6	Identity and wealth
3	Identity is more than how you look?	7	Identity and speech
4	Identity in the past and in the future	8	A Christian way of thinking about identity.

**Introduction:**

In this term, students will discover how identity is affected by Christian faith. Developmentally, students are deciding on identity and there are many competing ideas that circulate in a school. The Bible teaches that identity is strongly linked to how we see ourselves in relation to God's plan for the world and who a person chooses to follow or aspire to be like.

**Aim:**

To explore the nature of identity from God's perspective, and to help students to discover that Jesus expects their identity to be shaped by allegiance to Him.

**Expected outcomes**

Students will:

- understand the various facets of what it means to be human
- compare and contrast what the Bible says about being human with other views
- appreciate the connection between worldview and identity
- reflect on the student's understanding of identity and Jesus' invitation to follow Him
- understand the Christian view of identity that is foundational to our society
- understand the way Jesus challenges identity apart from a relationship to Him
- know the differences between fact and opinion
- acknowledge the different opinions of others
- understand that humans are created by God and what that means for the individual
- recognise the complexity of being human and the anxieties and tensions that may arise

**TEACHER NOTE:**

When preparing lessons to teach the main points, teachers are responsible for selecting age appropriate resources and activities that are sensitive to the needs of their class.

**Main points**

<p><b>Lesson 1 Identity</b></p> <p>Identity, behaviour, attitude are all connected</p> <p>Identity is linked to personal history, family, friends, allegiances, beliefs and our perception of ourselves.</p> <p>The major stories of people relating to Jesus show something of their identity</p> <p>Peter's identity changes - fisherman (Mk. 1:16-20), to disciple to fisherman (Jn. 21:19)</p> <p>Mary's identity changes - younger sister (Lk. 11:38-42), to bereaved (Jn. 11:28-11:7) and first witness of Jesus' resurrection (20:11-18)</p> <p>God gave students their identity and expects changes after an encounter with Jesus</p>	<p><b>Lesson 4 Identity in the past and in the future</b></p> <p>Identity is often linked with what we have done in the past including what we have done wrong that gives a reputation.</p> <p>Identities based on reputations can be easy to make and even more difficult to change.</p> <p>Jesus engages the identity of a woman with a past (Lk. 7:36-50) and a man with a past (Lk. 19:1-9)</p> <p>Past identity is no barrier to becoming a follower of Jesus and taking on a new identity.</p> <p>People change over time including Bible characters – Saul, Samson, Paul, Judas, Peter</p> <p>Before God our identity is defined by our relationship with Jesus</p>
<p><b>Lesson 2 What does it mean to be human?</b></p> <p>The Bible defines identity in terms of being human, as made in the image of God.</p> <p>Original identity from Gen. 2:4-7 - male and female, different from animals, given responsibility, superior intelligence, a degree of power over all creation, a capacity for relationship with God, knowledge of right and wrong, language and a desire for relationship.</p> <p>The Christian understanding is that to be fully human as God intended is to be in relationship with God.</p> <p>Today, people get their identity from family, religious or ethic background, their possessions, their income and job status, success and failure, education level, the friends they keep, the groups they belong to.</p> <p>Identity in the Bible is reversed from the world's view by a relationship with Jesus (1 Cor. 1:20-31)</p> <p>Everyone wants to belong to and give allegiance to something/someone. Christians want to belong to Jesus.</p>	<p><b>Lesson 5 Identity and freedom</b></p> <p>Freedom can be release from bondage, being able to choose and being committed by choice.</p> <p>There is no such thing as unrestrained freedom. All are accountable to someone, including God.</p> <p>God gave humans the freedom to choose Him or to reject Him.</p> <p>By nature humans are slaves to sin but Jesus brings freedom from the consequences of sin through forgiveness. The Christian is then freed to worship God. (John 8:32-36, Gal. 5:1)</p> <p>Christians are set free to serve each other. (Gal 5:13)</p> <p>True freedom is experienced by choosing Jesus.</p>
<p><b>Lesson 3 identity is more than how you look</b></p> <p>Personal image is a curse when other people define what beauty is and it doesn't match how you look.</p> <p>Particular physical features or a disability can dominate how a person sees themselves – their identity.</p> <p>People with disabilities can often find that others don't easily accept them because they are fixed on the disability and not the person behind it.</p> <p>In a similar way, people concerned about how they look can develop negative self images.</p> <p>Jesus interacts with everyone and can change identity.</p> <p>The blind man (Jn. 9:1-41)</p> <p>Jesus interacts with the identity of a crippled woman (Lk. 13:10-17)</p> <p>God chooses all types of people to fulfil His plan – Samson when blind, Rahab the prostitute, David the king, Esther the queen, Ruth the foreigner, Paul the enemy but all found their identity in God.</p>	<p><b>Lesson 6 Identity and wealth</b></p> <p>Identity is often connected to the possessions a person has – clothes, i-phone, car, house, overseas travel</p> <p>When their house is threatened by a bushfire people try to save – family, pets, photos – life and memories of relationships.</p> <p>A person's life does not consist of just possessions which can easily disappear or be a barrier to seeing the true meaning of life. (Luke 12:13-34)</p> <p>Work can also be meaningless if only to survive economically and acquire possessions. Work is one way we can worship God. (Eccles. 5:13-15)</p> <p>There is more to life than possessions and work. Knowing God and being in relationship with others give life meaning. (John 10:10)</p>

**Lesson 7 Identity and speech**

Who a person is can be judged by what they say. How a person speaks to others and about others can define their identity.

Speech can display a person's integrity, honesty, faithfulness, knowledge, understanding, care for others or it can display bitterness, conceit, hate, pride, jealousy

Words have power and can upset people, families, friends and nations. James 3: 3-12

Christians are encouraged to control their speech and to use it to build up other Christians. Eph. 4:25-5:1

**Lesson 8 A Christian way of thinking about identity**

Identity is associated with our roles in life – child, parent, employee, school student, brother/sister, friend and these help to define who we are.

How we think of our identity can determine thoughts, speech and actions – the spoilt child, the disillusioned worker, the hard done by student etc

Jesus uses roles to teach. For example a servant (Mark 10:35-45 & John 13:1-17) and disciple (Jn. 13:35)

These roles of servant and disciple are not common in our society but are to be part of a Christian's identity.

Identity is complex and combines role, speech, possessions, relationships, self-perception, the past and the hopes for the future

For Christians their identity is as a child of God, accepted and forgiven by the saving work of Jesus who died for their sin. Their hope, their future and their real home is heaven – to be with God eternally.

## UNIT 9 – 4 Title: Engaging with the big questions of life

<b>YEAR 9</b>	<b>Term 4</b>	<b>Strand</b>	<b>Christianity and Life</b>
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	Lesson summary		
1	We don't earn God's favour	5	Forgiving others
2	Death is not the end of life	6	Acting justly
3	Care for others	7	Needing friends that also love God
4	How I use my body really matters	8	Living for a big purpose

**Introduction**

In this unit students are introduced to differences the Christian faith makes in managing some of the common issues faced in growing up. If Christianity is true, then belief is not just a matter of faith. Belief has consequences for how the student lives and the decisions regarding involvement with others and the wider society.

**Aim:**

to connect what the Bible says about issues with the decisions the student makes almost every day.

**Expected outcomes**

Students will:

- understand how Christianity has consequences for the way they live and make decisions
- know the connection between faith and behaviour
- be able to respect other people's right to hold different or opposing views respectfully
- understand that all beliefs have consequences for life
- recognise how Christians have applied the Bible's teaching to life
- identify Christianity's unique answers to life decisions
- understand the significance of Jesus for all the decisions of life.

**TEACHER NOTE:**

When preparing lessons to teach the main points, teachers are responsible for selecting age appropriate resources and activities that are sensitive to the needs of their class.

**Main points**

<p><b>Lesson 1 We don't earn God's favour</b></p> <p>Many people confuse being good with being Christian Other religions are about working so that 'the god' owes us. Christianity is about what God has done for us in sending His son, so we owe Him. Jesus rejects people who are outwardly religious and don't love God from the heart e.g., Luke 18:9-30 Recognising who Jesus is leads to worship. Thankfulness is a major reason for worship and acting in line with what God wants</p>	<p><b>Lesson 4 How I use my body really matters</b></p> <p>Christians are concerned that being created in the image of God and brought into relationship with Him through Jesus, that they reflect His character in all they do. How a Christian uses their body matters. In Christ they are anew creations 2Corinthians 5:17 and their bodies are temples of the Holy Spirit 1Corinthians 6:19. Sexual immorality is a sin against one's own body and to be avoided. 1 Cor. 6:12-19 Christians are concerned that sexual immorality including: prostitution, the sex trade, multiple sex partners, pornography in the media and internet and some other forms of sexual behaviour distort God's plan for humans to be sexual being enjoying sex in mutually caring relationship. Christianity leads to thinking that the body is not mine but given to God's and therefore should reflect His character.</p>
<p><b>Lesson 2 Death is not the end of life</b></p> <p>In Christianity, death is not the end There are different ideas about what happens after death: nothing, resurrection, reincarnation, rotting, nirvana, spirit world Animism - historically primitive belief in inanimate objects having a spirit. Hinduism believes that the gods can be contacted through inanimate objects. Luke 24:13-49 acknowledges that there is a life after death which is different in many ways to our current life Christian attitude to death is determined by God's promises and Jesus' resurrection. 1Corinthians 15</p>	<p><b>Lesson 5 Forgiving others</b></p> <p>Christians are to forgive others Forgiveness is hard because of the hurt we feel Real forgiveness means overcoming the hurt not forgetting. Forgiveness is a key belief of Christianity because God forgives us through faith in Jesus' death for our sin. Jesus forgave others including His persecutors. Luke 23:34 Forgiving others is part of the Lord's Prayer. Matthew 6:9-15 Forgiveness is empowered by love and a feature of Christians Colossians 3:12-14</p>
<p><b>Lesson 3 Care for others</b></p> <p>Because of who Jesus is and what He has done for us we need to care for others Loving care reflects the very nature of God. Serving people in need Matt. 25:31-46 and who is our neighbour Luke 10:25-37 Christian origins of World Vision's and other aid organisations. The church has been involved with widows and orphans and the poor from earliest times, Acts 6:1-7, 2 Corinthians 9:1-5 Historically Christians began hospitals, schools and universities.</p>	<p><b>Lesson 6 Acting justly</b></p> <p>Because God is righteous, Christians must act justly. Micah 6:8 Acting justly is about truth in love. Philippians 4:8-9 John Newton influenced William Wilberforce to abolish the slave trade Righteousness/Justice is a unique characteristic of God Deuteronomy 32:4 The justice that underpins our culture and laws is found in the character of God. His nature and actions in history define what is meant by "good".</p>

<p><b>Lesson 7 Needing friends that also love God</b></p> <p>Christians need likeminded friends and a caring learning community (church)</p> <p>Christians have met together from earliest times to worship, share, learn and support each other. Acts 2:42-47</p> <p>Friends influence what a person does and how they think. Having some Christian friends provides support and helps Christians to mature.</p> <p>Christian communities have changed over the years. Today there are many different types of churches and para-church organisations that provide Christians with fellowship and support.</p>	<p><b>Lesson 8 Living for a big purpose</b></p> <p>Christianity knows the purpose of life – to glorify God and enjoy Him forever. (Westminster Shorter Catechism)</p> <p>Rick Warren starts his book <i>The purpose driven life</i> with “It’s not about you”. Once this is understood there is room for God.</p> <p>The history of Paul’s life provides an example of the move from one purpose to another. Acts 26:1-32</p> <p>Other alternative purposes: - hedonism, family, work, materialism, humanism, altruism, other religions, Christianity offers – intimate relationship with God, forgiveness, eternal life, the Holy Spirit, service of others, experience and share God’s love – for those who accept Jesus as their Lord and saviour.</p>
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**UNIT 10 – 1 Title: Historical background to Jesus**

<b>YEAR 10</b>	<b>Term 1</b>	<b>Strand:</b>	<b>Biblical Foundations</b>
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	<b>Lesson summary</b>		
1	Jesus in history	4	Jesus crucified
2	Jesus in context	5	The risen Jesus
3	Judge and friend		

**Introduction**

This unit 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:**

To discover the historical Jesus through a variety of sources

**Expected outcomes**

Students will:

- evaluate the claims of the New Testament about Jesus
- understand that the Bible is an historical document
- understand the prophecies about Jesus
- know that Jesus is both friend and judge
- appreciate the symbolism of the Passover meal and Jesus
- understand the significance of the crucifixion and resurrection.
- know the historical context and setting of the New Testament Gospels
- consider the accuracy and reliability of information
- consider the differences between fact and opinion
- appreciate the implications of the historicity of the Bible for faith

**TEACHER NOTE:**

When preparing lessons to teach the main points, teachers are responsible for selecting age appropriate resources and activities that are sensitive to the needs of their class.

**Main points**

<p><b>Lesson 1 Jesus in history</b></p> <p>Christianity is based on a real historical person Jesus of Nazareth.</p> <p>Roman, Jewish and Christian historians all testify to the life of Jesus.</p> <p>Jesus is God's signpost to find Him.</p> <p>The Bible contains four accounts of Jesus life – Gospels</p> <p>The Gospel of Luke begins with a statement placing the events in history. Luke 1:1-4</p> <p>The Gospels invite the readers to consider the evidence about who Jesus is.</p> <p>Christianity is unique because it is about what God has done for us and not what we need to do to find God's favour.</p>	<p><b>Lesson 4 Jesus crucified</b></p> <p>Luke 22:14-21</p> <p>The Passover remembered how the angel of death passed over the Hebrew houses in Egypt when they smeared the blood of a lamb across their door post</p> <p>The first Passover was the final act by God which forced Pharaoh to release the Hebrews who were slaves.</p> <p>Instead of celebrating the Passover, the old covenant (agreement) with God, Jesus takes the bread and the wine and relates them to His own body telling His disciples that He will die for them and all humans to establish a new covenant with God.</p> <p>Symbolically and actually, Jesus presents Himself as the Lamb of God to be sacrificed for all.</p> <p>Access to God is through faith in Jesus' sacrifice not the ritual of sacrificing a lamb.</p> <p>The cross has been a symbol of Christianity from the early church. Although a symbol of death reminding people of Jesus' sacrifice it is also a symbol of the victory won by Christ's death and resurrection.</p>
<p><b>Lesson 2 Jesus in context</b></p> <p>The coming, life and death of Jesus are prophesied in the Old Testament Is 7: 14, 53: 1-7</p> <p>His birth place was known. Micah 5: 2</p> <p>Jesus born in a manger Luke 2: 8-12</p> <p>The Jews were waiting for the prophesied Messiah.</p> <p>The wise men recognised Jesus as King (Matt 2:9-12) but the religious leaders did not. They had different expectations about a Messiah.</p> <p>Jesus kingship was not about military might but about obedience to the will of God through self sacrifice and being raised by God to be the King of all.</p>	<p><b>Lesson 5 Jesus risen</b></p> <p>Jesus dies on the cross and His body is taken down.</p> <p>Jesus is buried in a cave tomb, which is sealed by a large stone across the entrance and a Roman soldier is placed on guard.</p> <p>On the Sunday the tomb is discovered empty. Luke 24:1-11</p> <p>The message is given to the women that Jesus is living – He is risen!</p> <p>The women and the disciples did not believe despite Jesus telling them on many occasions that He had to die and would rise again.</p> <p>Jesus appears to many before ascending into heaven.</p> <p>Jesus' resurrection was foretold in prophecy and by Jesus Himself. It still came as a shock to the disciples but with the coming of the Holy Spirit, it would turn these frightened followers into inspired preachers of the good news - Jesus is alive and salvation is available to all.</p>
<p><b>Lesson 3 Judge and friend</b></p> <p>Jesus seeks friendship Matt 11:28</p> <p>Jesus has particular concern for the poor, the lonely and the outcast. Luke 19:10</p> <p>Jesus cares about His friends. John 17:20</p> <p>Jesus has no time for hypocrites. Luke 11: 46</p> <p>Jesus is Lord of all. Matt 12:8, Matt 8:2</p> <p>Jesus calls people to be His followers. Mark 8:34-38</p> <p>The resurrected Jesus is the King and the judge of all. Matt 13:41, 19:28-30, 24:30-31</p>	



**UNIT 10 – 2 Title: Studies in John’s Gospel**

YEAR 10	Term 2	Strand	Biblical Message
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	Lesson summary		
1	Who was John?	6	All you can eat
2	First things first	7	Seeing 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

**Introduction**

Year 10 builds on the previous experiences of reading and studying a specific book of the Bible to identify God’s plan and purpose as fulfilled through Jesus. In this unit John’s Gospel is explored. 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.

**Aim:**

To help students engage with the issues and concepts promoted by John’s Gospel.

**Expected outcomes**

Students will:

- understand the story of Jesus as told by John
- understand Jesus’ claim that He is the source of all created life and the key to eternal life
- identify and explain the signs of Jesus’ true identity
- examine the “I am” statements of the Gospel
- be able to assess the accuracy and reliability of information
- recognise the differences between fact and opinion
- consider the claims of Jesus on their lives
- understand John’s Gospel in the wider context of the Bible
- understand what John teaches about receiving eternal life

**TEACHER NOTE:**

When preparing lessons to teach the main points, teachers are responsible for selecting age appropriate resources and activities that are sensitive to the needs of their class.

**Main points**

<p><b>Lesson 1 Who was John?</b></p> <p>John was one of the closest disciples of Jesus</p> <p>John 10:10 is a summary of the Gospel – Jesus came to bring life in its fullness</p> <p>The “I am “ statements form a structure for the Gospel</p> <p>The purpose of the Gospel is that people will believe that Jesus is the Christ the Son of God</p> <p>John 3:16 summaries the salvation message.</p>	<p><b>Lesson 4 The answer is blowing in the wind</b></p> <p>Nicodemus was genuinely seeking to know who Jesus was.</p> <p>Nicodemus came with all the religious background of a Pharisee</p> <p>To be born again means to start a “new life” with Jesus at the centre.</p> <p>Starting a “new life” means repentance and faith in Jesus.</p> <p>Jesus compares His fate on the cross with the salvation of the Israelites from snake bite in the wilderness when a bronze serpent was placed on a pole for them to look at and be cured. But Jesus was offering eternal life and a remedy for the serpent’s (Satan’s) work in Genesis 2</p> <p>The metaphor of the wind indicates that the Holy Spirit is not containable and goes about God’s work.</p> <p>The kingdom of God begins with Jesus and will be fully known when He comes again.</p> <p>John 3:1-16</p>
<p><b>Lesson 2 First things first</b></p> <p>The opening verses introduce the “logos” (word) which existed at creation in God’s presence but was distinct from God the Father.</p> <p>Jesus is described as the “logos” made flesh known as the “Incarnation” – God becoming human.</p> <p>To all those who receive Jesus he gave the right to become children of God.</p> <p>Genesis 1 and John 1 have a similar focus on the “word”.</p> <p>Theism, atheism, deism and pantheism are terms that describe different world view.</p> <p>John 1: 1-14</p>	<p><b>Lesson 5 Satisfaction guaranteed</b></p> <p>Jesus crosses religious, cultural and ethnic boundaries by talking to a Samaritan woman.</p> <p>Jesus replaces tradition and religious observance with the new.</p> <p>The symbol of living water is all about washing and life giving - washing away sin and giving and nurturing new life.</p> <p>Comparing Nicodemus and the Samaritan woman – no one is beyond the reach of the Gospel.</p> <p>Jesus reveals that He is the Messiah.</p> <p>Worshipping God in spirit and truth.</p> <p>The Samaritan woman brought many of her townspeople to faith in Jesus.</p> <p>John 4:1-26</p>
<p><b>Lesson 3 Reading the signs</b></p> <p>Signs are important clues about who Jesus is.</p> <p>The signs involve miracles and point to a heavenly reality</p> <p>The theme of Jesus “hour” runs through the Gospel.</p> <p>The miracle at Cana should be viewed as part of the purpose of the Gospel to have people believe that Jesus is the Son of God.</p> <p>Weddings were a huge social occasion and the host’s reputation was always at stake. To run out of wine would be a disaster. Jesus is concerned about all aspects of our lives.</p> <p>This sign takes Jesus out to the rational science approach to clearly indicate heavenly creative power - God’s glory.</p> <p>This miracle signifies the beginning of Jesus Galilean</p>	<p><b>Lesson 6 All you can eat</b></p> <p>The feeding of the 5000 is a sign of who Jesus is and His creative power.</p> <p>Most people could not get beyond the sign resulting in a satisfied stomach and kept asking Jesus for more miraculous signs.</p> <p>Jesus uses sacrificial language to explain the bread as His body.</p> <p>Jesus likens Himself to the manna bread given by God to the Israelites in the desert while travelling from Egypt.</p> <p>As bread, Jesus bring eternal life, not simply momentary satisfaction.</p> <p>The Jews are appalled by the thought of eating flesh still containing blood.</p> <p>These “I am” statements relate to who Jesus is. The</p>

<p>ministry.</p> <p>John 2:1-11</p>	<p>term “I am” is the name of God.</p> <p>John 6:1-15; 30-35</p>
<p><b>Lesson 7 Seeing is believing</b></p> <p>Jesus gives sight to a man born blind.</p> <p>The man had to play a careful political game with the Pharisees to avoid their condemnation but they reject him.</p> <p>Jesus declares that He is the light of the world.</p> <p>Jesus uses this sign to point to spiritual blindness in the Pharisees.</p> <p>Jesus again comes to the man and declares Himself as the <i>Son of man</i> and the man believes in Jesus and his faith brings spiritual light.</p> <p>The guilt of the Pharisees is great because they claim to be able to see but are spiritually blind.</p> <p>Spiritual blindness is a characteristic of many Australians. Jesus the light has not penetrated their world and challenged them about who He is.</p> <p>Suffering and disease are intrusions into the world God created and are caused by original sin. As Jesus overcame sin He will bring a new heaven and earth when He comes again.</p> <p>John 9: 1-11</p>	<p><b>Lesson 9 True life</b></p> <p>Jesus loved His friends Mary, Martha and Lazarus and wept at the grief shown when Lazarus died.</p> <p>He worked on His own timing to provide a sign, power over death, about who He is and to reveal God’s glory.</p> <p>Jesus claims this power over death in the <i>I am</i> statement – <i>I am the resurrection and the life</i>.</p> <p>Jesus would conquer the power of death for all time by His death of the cross. Death would <i>lose its sting</i> and eternal life would become available to all through faith.</p> <p>Jesus’ resurrection is the verification of God’s plan of salvation – Jesus dies for sin and opens a new life to all believers.</p> <p>This event is the final sign in John’s gospel aimed at promoting faith in believers.</p> <p>John 11: 1-46</p>
<p><b>Lesson 8 Something worth following</b></p> <p>Being a shepherd was a lowly occupation but an image that is used in the Old Testament with God as the shepherd of Israel.</p> <p>David, the greatest king of Israel, was a shepherd and is embraced in his psalms including No.23 <i>The Lord is my shepherd</i>.</p> <p>Jesus frequently uses the image of a shepherd shepherding his sheep.</p> <p>Jesus says <i>I am the good shepherd</i> and describes the characteristics of a good shepherd.</p> <p>Jesus also describes Himself as the gate through which all God’s sheep must come. He is the only way to God.</p> <p>While Jesus’ words are mainly directed to the Jews they include <i>other sheep not of this pen</i> a reference to non Jews – Gentiles - us.</p> <p>John 10: 1-18</p>	<p><b>Lesson 10 Making history</b></p> <p>In Old Testament times the Israelites sacrificed a lamb to symbolically pay for their sins through death. Repentance and faith were needed to obtain the benefits – reunion with God.</p> <p>Jesus is described as the Lamb of God. The sacrifice that God provided to take all human sin. Repentance and faith are also needed to obtain the benefits – reunion with God.</p> <p>Jesus death on the cross pays the price (death) for our sins and provides the opportunity through faith to access eternal life.</p> <p>Jesus was represented as a dangerous insurgent who threatened not only the Jewish religious but the Romans.</p> <p>Jesus’ trial and crucifixion were manipulated to have Him killed and throughout Jesus was mainly silent and acquiesced to their schemes. Jesus was in control.</p> <p>Crucifixion is the penultimate sign encompassing all the others signs.</p> <p>This brutal and cruel death is actually an act of love from God to humans.</p> <p>The resurrection is the ultimate sign of who Jesus is. The sacrifice accepted by God leads to a resurrected life and to the hope of all humans.</p> <p>John 19:1-42</p>

**UNIT 10 – 3 Title: Christian worldview**

YEAR 10	Term 3	Strand:	Response
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	Lesson summary		
1	Religion and the big question of	5	What's the solution?
2	Who are we?	6	What does the future hold?
3	Where are we?	7	Pluralism and tolerance
4	What's wrong with the world?	8	Animism

**Introduction**

From Genesis to Revelation the Bible tells a large story. The story is the foundation of the Christian worldview, a way of explaining the social, cultural, physical and psychological dimensions of life. One approach to explaining the concept of worldview uses the answers to five questions: Who are we? Where are we? What's wrong with the world? What is needed to make the world a better place? and What does the future hold? When the Bible's long story is understood Christianity has distinctive answers to these five questions when compared with other options usually associated with other religions or ideologies. Students should understand other world views and respect the right of people to hold them. This does not necessarily mean respect for the view itself where it conflicts with their own beliefs.

**Aim**

To introduce students to the distinctly Christian worldview that develops from examining texts from the whole story told by the Bible

**Expected outcomes**

Students will:

- Appreciate that the Bible tells a large story
- Engage with the concept of worldview as a universal pattern of thinking
- Explore answers to the five worldview questions
- Examine key texts from the Bible that answer worldview questions
- Recognise the distinctive answers to worldview questions from the Bible
- Consider the power of a person's worldview in managing life
- Reflect on their worldview and that of the Bible
- Understand other worldviews and the stories that lie behind them

**TEACHER NOTE:**

When preparing lessons to teach the main points, teachers are responsible for selecting age appropriate resources and activities that are sensitive to the needs of their class.

**Main points**

<p><b>Lesson 1 Religion and the big question of existence</b></p> <ul style="list-style-type: none"> <li>Christianity derives from the Bible's claim to tell the true story of the world</li> <li>God is the creator of everything (Creation)</li> <li>Humans lose fellowship with God through disobedience (The Fall)</li> <li>God develops a plan to buy back humans into relationship with Him (Redemption)</li> <li>In Christ we become new creatures, (Recreation)</li> <li>An overview of the big picture (Acts 13:16-41 and Acts 17:22-34)</li> <li>The Bible is set in real time and space and is a narrative not a philosophy. It is both anecdotal and global in perspective.</li> <li>This narrative provides answers to the questions about worldview.</li> </ul>	<p><b>Lesson 3 Where are we?</b></p> <p>The universe is huge and expanding and the earth is small but has all the properties needed to sustain humans.</p> <p>The earth is an amazing place Ps. 8; Gen. 8:22 showing the patterns and cycles of an intelligent creator.</p> <p>In creation God intended to have humans in His own image so that He could relate to them, but for a real relationship they needed to be free to accept or reject Him and rejection through disobedience (sin) is what they did and continue to do today. They fail to acknowledge God and worship Him.</p> <p>This creation will not last forever. In God's time and plan, a new heaven and a new earth will be created and the old will pass away.</p> <p>Other options deriving from other worldviews e.g., removal from the world; a paradise somewhere; unconsciousness; reincarnation, nothing.</p>
<p><b>Lesson 2 Who are we?</b></p> <p>The nature, task and purpose of human beings made by God are to worship God?</p> <p>Being created in His image, He loves humans and wants to be their friend. Their response is to worship Him.</p> <p>Jesus is like the original human (sinless – obedient to God and worshipping Him.) who understood His nature and purpose as coming from God</p> <p>We are made by God and responsible to Him</p> <p>Other options deriving from other worldviews e.g., the result of time, chance and natural selection; a reincarnation</p> <p>Christianity is founded on the perspective of being created in the image of God and responsible to Him.</p>	<p><b>Lesson 4 What's wrong with the world?</b></p> <p>The world is not how God originally created it.</p> <p>Evil is a reality and bad things don't just happen because of social maladjustment or poor parenting or a deprived upbringing.</p> <p>Anger, envy, greed, lust, pride, laziness, over indulgence are known as the seven deadly sins for good reason – they allow evil to prevail.</p> <p>Evil lies deep within the human character and all humans are capable of every evil. <i>There but for the grace of God go I</i></p> <p>Today's newspaper illustrates how evil is real and working in the world. (Quote some headlines/text)</p> <p>The problem is not only in other nations, people or ideas. It is a problem within all humans including ourselves.</p> <p>Other explanations: not enough laws; other religions; bad parenting, cruel governments, poverty</p>

<p><b>Lesson 5 What's the solution?</b></p> <p>Jesus is God's solution to the world's problems and the fundamental problem of humans being separated from God by sin.</p> <p>Much of the Bible narrative prepares for the coming of Jesus – Genesis 3:15, Isaiah 53, Zachariah 9: 9-10, - God's solution</p> <p>Jesus is God's solution because He was the perfect human who could be the perfect sacrifice for the sins of all. He carried our sin on the cross and God accepted the sacrifice by raising Him to new life.</p> <p>Christianity becomes a worldview with Jesus as the centre Acts 17:29-31;</p> <p>Jesus is more than a teacher of morality</p> <p>Other solutions: humanism, asceticism; legalism, totalitarianism</p>	<p><b>Lesson 7 Pluralism and tolerance</b></p> <p>Jesus was not an advocate for war or crusades as a solution to the world's problems? 'Render to Caesar what is Caesar's (Matt. 22:21); 'Live at peace as much as it depends on you'; 'don't give people a reason to criticise you' (1 Peter 2:16); 'seek the peace of the city' (Jer. 29:7)</p> <p>The great commandment (Matthew 22:37-39 and Parable of the Good Samaritan (Luke 10:25-37) are meant to be followed.</p> <p>Australia is a multicultural and increasing a multifaith and secular society. The right of others to hold different views is to be respected but not necessarily their views where they oppose Christian views and values.</p> <p>Tolerance is not accepting or just putting up with differences but being prepared to engage in love with other people respecting their right to hold different or opposing views</p> <p>Be ready to give an answer to anybody who asks and expect to suffer for being forthright about your beliefs (1Peter 3:15-16)</p> <p>Other worldviews: forced conversions; blind obedience, holy warfare; non religious secularism,</p>
<p><b>Lesson 6 What's does the future hold?</b></p> <p>Recent history suggests mankind is not getting any better – evil still dominates the news</p> <p>The Bible leads us to God's intention to create a new heavens and earth</p> <p>God promises Jesus' return to judge the earth and each person and to then bring about a new heaven and earth. 1 Cor. 15:20-28, Revelation 21:1 - 4</p> <p>As a worldview, Christianity is alone in expecting a recreation of humans and nature</p> <p>Other futures: Nirvana; paradise; scientific answers to today' environmental problems; colonise another planet;</p>	<p><b>Lesson 8 Animism</b></p> <p>People who have accepted Christ and the Christian worldview join the story</p> <p>Animism is common to the beliefs of many people in the world. It is a belief that attributes a living soul to plants, inanimate objects, and natural phenomena.</p> <p>Throughout the Old Testament times the Israelites kept falling into sin by taking other gods. 1Kings:22:51-53</p> <p>Australia has increasingly secular gods related to – wealth, work, sport, family. Are Australians any different to the people of the past?</p> <p>Joining the Christian story is simple but requires a fundamental change of attitude. The parable of the Prodigal Son Luke 15:11-32</p>

**UNIT 10 – 4 Title Christianity and ethical decisions**

<b>YEAR 10</b>	<b>Term 4</b>	<b>Strand:</b>	<b>Christianity and Life</b>
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Lesson summary			
	Introduction	4	Values
	Individualism	5	Christian life: meaning and purpose
	Rules vs results	6	Imperfect world: Christian meaning and purpose

**Introduction:**

In this last term for Year 10, students are introduced to a framework for why and how to make decisions about individual and societal issues. The Christian faith orients decision-making by insisting that individuals take responsibility and consider both God's purposes and the interests of others when making choices or proposing solutions. The Bible is replete with examples of complex choices that are grounded on the story line of the Bible, especially the interactions of Jesus. As students are developing the ability to see different perspectives and self-awareness, a unit on ethics from a Christian perspective is appropriate and possibly a necessary last exposure to SRE.

**Aim:**

To introduce students to broad perspectives on ethical issues from a Christian perspective so that they become more reflective about decisions regarding individual and societal issues and recognise the distinctive perspective that flows out of authentic Christian faith.

**Expected outcomes**

Students will:

- be able to identify different ethical approaches and their strengths and weaknesses
- understand the complexity of ethical issues and formulate possible responses
- recognise that all ethical theories begin with a big idea about what's good and bad that develop out of a worldview
- understand ethical literature in the Bible, like Proverbs, Job or James and discover its distinctive worldview
- know a biblical model of ethics
- know that the basis of Christian ethics is the character of God
- be able to present arguments and adopt positions based on an ethical position
- appreciate the Christian ethical basis of Australia's 'social, cultural, linguistic and religious diversity', and understand the Christian ethics behind Australia's 'system of government, history and culture.'
- appreciate the complexity of ethical issues and inadequacy of simplistic answers to ethical dilemmas;
- be able to clarify their personal values system and recognise its connection with their worldview.

**TEACHER NOTE:**

When preparing lessons to teach the main points, teachers are responsible for selecting age appropriate resources and activities that are sensitive to the needs of their class.

**Main points**

<p><b>Lesson 1 Introduction</b></p> <p>ethics is a branch of applied knowledge that involves everyone, everywhere</p> <p>historically ethics was simply defined as deciding right from wrong</p> <p>ethical issues are complicated by many factors including: context, personal commitments and culture</p> <p>news stories illustrate ethical decisions with good and bad outcomes</p> <p>ethical decisions are inseparable from beliefs whether they are consciously held or not</p> <p>the parable of Good Samaritan raises a number of ethical issues about status, care, responsibility.</p> <p>Christian ethical decision-making is shaped by who God is and by the story of God's plan for the world and Jesus' words and works.</p>	<p><b>Lesson 4 Values</b></p> <p>most decisions are made in the course of everyday living and without reference to rules and outcomes</p> <p>the character of a person usually explains their thoughts, words and actions.</p> <p>who a person is, is shaped by their background (religious, ethnic, cultural) , their relationships (family, friends, teachers), what they learn (from other people, school, TV, parents, friends, other significant people), and what they choose to believe.</p> <p>values are a combination of all these things. Are there some common Australian values and where did they come from?</p> <p>Christian values come from the character of God and application of the great commandment to love God and our neighbour as our self. Col. 3:5-14</p>
<p><b>Lesson 2 Individualism</b></p> <p>there are different foundations for deciding what is right and wrong</p> <p>our society's answer is often that the individual decides in each situation (Situational ethics)</p> <p>ethical decisions based on individual pleasure and happiness or according to feelings can be problematic for self and others Jeremiah 17:9</p> <p>the Bible teaches that it is the heart that matters most Proverbs 27:19</p> <p>based on Jesus' example, Christians believe in self-sacrifice not self fulfilment. Acts 4:32 - 5:11</p>	<p><b>Lesson 5 Christian life: meaning and purpose</b></p> <p>Ethical decision-making is a function of how the individual sees the meaning and purpose of life</p> <p>Examine one high profile life with Christian understanding of purpose/meaning e.g., Bear Grylls, Bono U2, Israel Foulau, Guy Sabastian, David Pocock</p> <p>Examine one life of a lesser-known individual with Christian understanding of purpose/meaning, E.G. Eric Liddell (Chariots of Fire)</p> <p>The meaning and purpose of life from a Christian perspective is to worship God our creator and redeemer and enjoy fellowship with Him forever?</p>
<p><b>Lesson 3 Rules vs results</b></p> <p>individual decisions are unreliable so can rules provide an alternative perspective that guides ethics?</p> <p>rules are inflexible and right action is independent the circumstances</p> <p>can a result-oriented approach: the end justifies the means; provide a better guide to ethical decisions.</p> <p>There are huge issues here also – ethical means and ethical ends?.</p> <p>Jesus presented an all encompassing set of two rules: Luke 10:25-28 and then introduces radical application Luke 10: 29- 37</p> <p>life needs both rules and applications that reflect the love of God</p>	<p><b>Lesson 6 Imperfect world: Christian meaning and purpose</b></p> <p>when others let you down God is faithful</p> <p>when you fail God forgives</p> <p>over the long haul God is always with you</p> <p>in relationships God's love sets standards</p> <p>in seeking justice, God's standards apply</p> <p>practise forgiveness for God forgives you</p> <p>be compassionate and loving because God is love.</p>



## Lesson Plans

Teachers are able to develop their own lesson plans following the broad overview that this curriculum document lays out.

Some of the resources available as *Teacher references* include lesson plans. Individual teachers (or SRE boards) will need to purchase these resources to obtain these lesson plans, teaching ideas, resources, student workbooks and additional information. These materials are not the curriculum and teachers are responsible to select from them age appropriate content and activities and to at all times be sensitive to the needs of the students in their class. 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 to address the *Expected outcomes* and *Main points* of the document.

## Lesson Planner

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

Time	Timing	Lesson	Resources
		<b>INTRODUCTION</b>	
		<b>LESSON COMPONENTS</b> (Where are the <i>Main points</i> included/covered?)	
		<b>STUDENT ACTIVITY(Head/ heart/ feet)</b>	
		<b>CONCLUSION</b>	