

Teacher's Manual

Rationale

This Special Religious Education curriculum is designed to be taught in NSW public schools for students in years 7-10 (stages 4-5). The content is accessible and relevant for students with varying levels of existing knowledge of the Christian faith. It builds on K-6 School Scripture where students are taught foundational biblical narratives and Christian beliefs; however, it is also appropriate for students who have not undertaken this prior learning. The curriculum is appropriate both for students who have had experience in a church or faith community as well as those who have not.

Throughout the curriculum there are two main kinds of units. These are:

- Units taught directly from the Bible following a narrative such a Jesus' life or Old Testament characters
- Units dealing with issues that are developmentally relevant to students' lives such as resilience, suffering, relationships and worldview

Interspersed throughout the curriculum are particular units and lessons in which students have the opportunity to consider and develop their personal beliefs and values along with their response to the Christian faith.

Each of these areas is a valuable component of instruction in the Christian faith and in the spiritual and moral development of the students.

Many learning opportunities within this curriculum complement learning opportunities across various KLAs including English, HSIE and PDHPE. Some examples of these are: literary analysis of the Bible as a text (English), historical investigation of the origin of the Christian faith and analysis of its historical impact (HSIE) and faith-based perspectives of healthy relationships and personal resilience (PDHPE).

Aim

The aim of this curriculum is for year 7-10 students to:

- gain a broader understanding of the Christian belief system including its central text, the Bible
- understand and appreciate the implications of the Christian faith on the life of an individual and a culture
- be inquisitive, think critically, and respectfully engage in discussion around faith and religion
- gain insight into their personal beliefs and understanding of the world

Objectives

Stage 4

A student:

- 4.1 Identifies and describes the text of the Bible as multiple historical documents with a single metanarrative as its purpose.
- 4.2 Applies a variety of skills of historical inquiry and communication to explain the meaning of a biblical text and applies it to a present day Christian.
- 4.3 Describes the main events in the life of Jesus, his human and divine natures, and his central role in the Christian faith.
- 4.4 Describes core doctrines of the Christian faith, including the nature of God, the Person and work of Jesus, faith, repentance and forgiveness.
- 4.6 Compares and contrasts the Christian worldview with other worldviews.

Stage 5

A Student:

- 5.1 Describes and sequences the main events in the biblical narrative, explains the main purposes, and locates individual texts within the sequence and themes of the narrative.
- 5.2 Uses a variety of skills and communication to analyse the meaning of a biblical text, recognising the historical context, place in the biblical narrative and literary genre, and applies it to a present day Christian.
- 5.3 Assesses the implications of the main events in the life of Jesus, his human and divine natures, and his central role in the Christian faith.
- 5.4 Analyses and applies the core doctrines of the Christian faith, including the nature of God, the Person and work of Jesus, faith, repentance and forgiveness.
- 5.6 Critiques and analyses the Christian worldview in light of other worldviews and other worldviews in light of the Christian worldview.
- 5.7 Evaluates the relevance of the Christian faith to their lives and engagement with society.
- 5.8 Holds informed opinions and beliefs on matters of the Christian faith and is equipped to be a responsible and growing member of a Christian community, if they desire.

Course structure

It is recognised that the structure of SRE delivery can greatly vary from schools to school. Some schools operate on weekly or fortnightly classes while others use a more flexible system. There is also variance in the length of these lessons according to the timetable of the particular school.

This curriculum is created for delivery of one lesson per fortnight resulting in approximately 5 lessons per term. Each lesson is intended to last around 60minutes. This is the preferred method of delivery in order for students to most effectively understand and apply the content. Some flexibility is possible in order to accommodate the varying circumstances while retaining the integrity of the curriculum. One such example would be to teach each lesson in two halves across two 30 minute lessons rather than one 60 minute lesson.

While some flexibility in terms of delivery time may be necessary, teachers must respect the sequence of units and lessons. Each unit has been developed to fit within the greater scope and sequence and each lesson within the units has an important part to play in the unit's progression.

Each individual lesson consists of a big idea, an introduction, an activity and a conclusion. The lesson plans contain specific examples, activities and some teaching aids to assist the teacher in the implementation of the lessons. With regards to these specific activities and examples, some flexibility may be used at the discretion of the teacher as they cater to their particular class demographic and school circumstances.

Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
Year 7	<p>Getting to know you; getting to know God's word</p> <p><i>Students study God's word with the purpose of discovering what it has to say about humanity.</i></p>	<p>Jesus life and teaching</p> <p><i>Students are introduced to the life and teaching of Jesus as the key figure of the Christian faith.</i></p>	<p>Who's Who in the Bible</p> <p><i>Students are exposed to a selection of important figures throughout the Bible in order to understand the unfolding of God's promises throughout the whole story.</i></p>	<p>The Ten Commandments</p> <p><i>Students analyse and evaluate the Ten Commandments; their historical context and present relevance.</i></p>
Year 8	<p>The Bible in 5</p> <p><i>Students explore key events in the Biblical narrative and begin to understand its overarching storyline.</i></p>	<p>Narnia: The Lion, the Witch and the Wardrobe</p> <p><i>Students explore biblical themes expressed in the storyline and imagery of Narnia: The Lion, the Witch and the Wardrobe.</i></p>	<p>Creative Project</p> <p><i>Students engage personally with a verse from the Bible and express its meaning creatively.</i></p>	<p>Worldview</p> <p><i>Students examine the origins of their own values and beliefs and consider their response to the Christian worldview.</i></p>
Year 9	<p>Suffering and Resilience</p> <p><i>Students explore the Christian understanding of suffering and the role of faith in difficult times. Wise and sensitive practice is to be maintained in a climate of rapport and safety.</i></p>	<p>The Bible</p> <p><i>Students investigate what the Bible is, where it came from and how to engage with it.</i></p>	<p>The Gospel of Mark</p> <p><i>Students read/listen to a complete oral reading of a Gospel and interact with the text.</i></p>	<p>Salvation and Forgiveness</p> <p><i>Students engage with the concept of forgiveness; considering what it is, how Jesus' forgiveness works and how people can forgive others.</i></p>
Year 10	<p>Relationships</p> <p><i>Students consider the importance of relationship with God and with others in the Christian worldview.</i></p>	<p>Big Questions</p> <p><i>Students ask and explore a selection of big questions that they/wider society have around Christianity.</i></p>	<p>Social Justice and God</p> <p><i>Students explore what the Bible has to say about issues of social justice.</i></p>	<p>Encounters with Jesus</p> <p><i>Students analyse and evaluate different people's encounters with Jesus in the gospel of John and reflect on their response to the claims of Jesus.</i></p>