

Year 7 Term 1

Title: Getting to know you; getting to know God's word

Lesson	Lesson Summary
1	Introduction: Who am I?
2	I Am: Created
3	I Am: A Rebel
4	I Am: Forgiven
5	I Am: Eternal

Introduction:

This is the first unit that students will engage with in high school SRE. This unit builds on the existing knowledge and skills students gained in primary school SRE classes. It begins by providing a space for the teacher and students to begin to build rapport and express who they are. The focus then turns to the Bible and what God has to say about humanity. Embedded in each of the lessons will be teaching on how to approach the Bible, how to locate specific books, chapters and verses, and how to effectively engage with the text. Students will be supported to question and explore the foundational truths from the Bible such as creation, sin, forgiveness and eternity in order to get to know what God's word says about humanity.

Aim

The aim of this unit is to help students get to know God's word and what it has to say about humanity.

Expected Outcomes

- 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
- 4.4 Describes core doctrines of the Christian faith, including the nature of God, the Person and work of Jesus, faith, repentance and forgiveness.

Students will:

- Comprehend the view presented by the Bible about humans and how this relates to them

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- Read and comprehend parts of the Bible
- Create links between information in the Bible and experiences in their own lives
- Reflect on their personal response to God and what he's done

Teaching Points:

Week 1	Week 2	Week 3	Week 4	Week 4
<p>Introduction <i>Intro:</i> Welcome to HS SRE, teacher share about themselves <i>Activity:</i> Getting to know you -Students create a collage about things they like and share with class -Students create a mind-map with “I am” in the centre and different things about themselves <i>Bible:</i> God knows us better than we know ourselves (number of hairs on our head- Luke 12:17, knows our thoughts before we think them- Psalm 139:2) -introduction to the Bible (hand out Bibles, explain what they are, look at contents page) <i>Conclusion:</i> Where to from here? -draw mind map on board “I am: created, a rebel, forgiven, eternal</p>	<p>I am: Created <i>Intro:</i> “I am” mind map on board- starting today with created -ask students what they already know about creation <i>Activity:</i> Students create people out of blue-tak/foil <i>Bible:</i> -Explain how chapters/verses work -Help students locate Genesis 1:26-2:25 in Bibles and read together -students identify verses that match these ideas: a)in his image b)from dust c)to rule the world under him d)to be in relationship with others e)in a good world with no shame/fear <i>Conclusion:</i> Explain that everything was good when God made it but it doesn’t stay that way</p>	<p>I am: A Rebel <i>Intro:</i> “I am” mind map -recap last week -explore concept of sin by asking Emancipatory Question: What is the cause of the crime, war and unkindness in the world? <i>Activity:</i> Have a jar of clear water and a dropper of food dye; have student drop in a drop of colour and watch it spread to affect the water. Explain this is how sin affects the world and us individually. <i>Bible:</i> Students locate Genesis 3 in Bibles and read together -find verses that show that the statements from last week are now changed (eg made from dust- Gen 3:19 “to dust you will return”). <i>Conclusion:</i> Sin is more than just the “bad things” we do; it’s about thinking we know better than God. I wasn’t just Adam and Eve, Romans 3:10-12 says all people do this. -give example of parent/child relationship</p>	<p>I am: Forgiven <i>Intro:</i> “I am” mind map -recap last week -Discuss what the word forgiveness means and have students give examples from their own life <i>Bible:</i> Students locate Romans 5:8-10, 17-19 and Ephesians 1:7-8 in Bibles and read together -complete questions: WHO are the verses about? WHAT have they done? WHEN did they do it? WHY did they do it? HOW did they do it? <i>Activity:</i> Sensitivity is required in this Personal Reflection. Students write down on coloured paper anything that they wish they could be forgiven for (discuss what it might be- big or small things, no one else has to see). They can then rip up the paper, come to the front and glue the pieces on the cardboard cross <i>Conclusion:</i> -discuss that Jesus takes our sin with him to the cross so we don’t have to carry it anymore.</p>	<p>I am: Eternal <i>Intro:</i> “I am” mind map -recap last week -Would you want to live forever? Why/Why not? -People don’t want to live forever because of bad things in the world (ie death of loved ones, getting old etc) <i>Activity:</i> What kind of world would you want to live in forever? -on an A3 piece of paper, each student draws/writes what their perfect world would be like using textas etc -students share with class what their ideal world is like <i>Bible:</i> -Students locate Revelation 21:1-7 in bibles and read together -discuss what was in this world and note on board. Explain that in this world there are none of the bad things listed at the start. Therefore, it is good place in which to live forever. -the BEST thing about this world is that God is visibly there. <i>Conclusion:</i> The Bible says if individuals believe on Jesus within their lifetime, they get to be with him forever.</p>

Year 7 Term 2

Title: Jesus Life and Teaching

Lesson	Lesson Summary
1	Luke 5:17-26- Jesus and the paralysed man
2	Luke 7:36-49- Jesus and the sinful woman
3	Luke 15:1-24- Jesus and the lost
4	Luke 23:32-49- Jesus' death
5	Luke 24:36-49- Jesus' empty tomb

Introduction:

This unit builds on the introduction to Jesus in the previous unit. The unit is intended to help students see for themselves what the Bible says about Jesus. They will engage with accounts from Luke's gospel and focus particularly on people's reaction to Jesus in the texts as well as their own response. This may be the first time that many students will read a gospel and it will provide a basic understanding of who Jesus is and why he matters to a large majority of the world.

Aim

The aim of this unit is to introduce students to the life and teaching of Jesus and to encourage them to see for themselves what Jesus is like

Expected Outcomes

4.3 Describes the main events in the life of Jesus, his human and divine natures, and his central role in the Christian faith.

Students will:

- Retell Biblical narratives from Luke's gospel

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- Examine the different people's reactions to Jesus in the text
- Explore what is revealed about Jesus character through the text
- Explore their own responses to Jesus as they uncover more about him

Teaching Points:

Week 1	Week 2	Week 3	Week 4	Week 5
<p>Jesus and the Paralyse Man Intro: Explain what a “gospel” is and who Luke is. Activity: Pictionary- divide whiteboard up into boxes, each word must be drawn in a new box and stay on the board throughout the lesson. Use words from the passage:</p> <ul style="list-style-type: none"> • Teach • Village • Sick • Crippled • Heal • Roof • Crowd • Friend • Walk • Earth • Mat • Surprise • Miracle <p>Divide class into 2 teams, they can only guess their own team’s drawings Bible: Luke 5:17-26 -Students locate in their Bibles -Read together -note verses next to Pictionary words -In a container, have 4 cards each saying one of these questions: (Retell the story in your own words. What do the people in the story think about Jesus? What does this story tell us about Jesus? What do you think about Jesus after reading this story?) Students pull out one of the cards and answer question Conclusion: Sum up: The story tells us that our greatest need is to have our sins forgiven, even more than being healed.</p>	<p>Jesus and the Sinful Woman Intro: Questions and recap from last week Activity: Pictionary (alternatively, try charades every second week)- Use words from the passage:</p> <ul style="list-style-type: none"> • Dinner • Home • Eat • Perfume • Feet • Tears • Kiss • Debt • Woman • Water • Head • Love • Guest <p>Bible: Luke 7: 36-50 -Students locate in their Bibles -Read together -note verses next to Pictionary words -Students pick card out of container (as last week) and answer question Conclusion: Sum up: The story tells us that anyone can be forgiven and that when we are forgiven the response is to love.</p>	<p>Jesus and the lost Intro: Questions and recap from last week Activity: Pictionary- Use words from the passage:</p> <ul style="list-style-type: none"> • Tax • Listen • Sheep • Lost • Happiness • Neighbours • Heaven • Coins • Lamp • Sweep • Angels • Son • Pigs • Servants • Celebrate <p>Bible: Luke 15:1-24 -Students locate in their Bibles -Read together -note verses next to Pictionary words -Students pick card out of container (as last week) and answer question. Conclusion: Sum up: The story tells us that God cares about every one of his people; he seeks the lost and welcomes home wayward sons.</p>	<p>Jesus’ Death Intro: Questions and recap from last week Activity: Pictionary- Use words from the passage:</p> <ul style="list-style-type: none"> • Criminals • Nail • Cross • Gamble • Clothes • Soldiers • Wine • King • Fear • Power • Paradise • Dark • Sun • Curtain <p>Bible: Luke 23:32-49 -Students locate in their Bibles -Read together -note verses next to Pictionary words -Students pick card out of container (as last week) and answer question Conclusion: Sum up: The story tells us that Jesus died in our place to forgive sin.</p>	<p>Jesus’ empty tomb Intro: Questions and recap from last week Activity: Pictionary- Use words from the passage:</p> <ul style="list-style-type: none"> • Talking • Ghost • Frightened • Hands • Feet • Bones • Amazed • Eat • Fish • Books • City • Power <p>Bible: Luke 24:36-49 -Students locate in their Bibles -Read together -note verses next to Pictionary words -Students pick card out of container (as last week) and answer question Conclusion: Sum up: The story tells us that Jesus came back from the dead for repentance and forgiveness of sins</p>

Year 7 Term 3

Title: Who's Who in the Bible

Lesson	Lesson Summary
1	Abraham
2	Jacob
3	Joseph
4	Ruth
5	David (+ link to Jesus)

Introduction:

In this unit students will be introduced to biography in the Bible. The main focus is on characters in the Old Testament in order to continue building a foundational knowledge of the Bible and its key events. These accounts will focus on the faithfulness of God as he works through and in each of these people, as well as understanding his faithfulness in keeping his promises through families and generations. The inclusion of Ruth in this unit helps demonstrate how God works through the story of women and outsiders in the context of ancient history and culture. The unit will finish with a brief teaching link to Jesus. The previous term investigated the life and ministry of Jesus; this unit will note that He is the fulfilment of God's faithfulness and promises to his people throughout the Old Testament.

Aim

The aim of this unit is to expose students to God's faithfulness through his work in and through some of the main figures in the Bible.

Expected Outcomes

- 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.

Students will:

- Understand the narrative surrounding Abraham, Jacob, Joseph, Ruth and David

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- Appreciate the historical context and validity of these texts
- Recognise God's work in orchestrating events in the lives of the people
- Appreciate God's faithfulness to fulfil promises through families and generations
- Relate to the actions of these Biblical characters and their responses to God

Teaching Points:

Week 1	Week 2	Week 3	Week 4	Week 5
<p>Abraham <i>Intro:</i> New unit -Ask students to name any people they can think of from the Bible and list on board -Identify which ones we're going to look at -Show Bible timeline and where Abraham fits <i>Bible:</i> Students act out play of Abraham's story: Genesis 17-18 -Have play scripts, highlighters, props and costumes -Students complete worksheet about Abraham answering questions:</p> <ul style="list-style-type: none"> • Who is the story about? • When did it happen? • What promises did God make? • What made the promises hard to believe? • What do we learn about God from the story? <p><i>Conclusion:</i> Discuss God's faithfulness and Abraham's faith</p>	<p>Jacob <i>Intro:</i> Recap last week. Explain how Jacob is related to Abraham from last time -Show Bible timeline and where Jacob fits <i>Bible:</i> Students act out play of Jacob, Esau, Leah and Rachel (parts of Gen 25-29) -Watch Youtube clip of Jacob wrestling with God https://www.youtube.com/watch?v=0zIbU866z6A -Students complete worksheet about Jacob, answering questions:</p> <ul style="list-style-type: none"> • Was Jacob a good guy? Why/ Why not? • Did Jacob trust God at the start of the story? • What did God do for Jacob? • What changed to make him trust God? • How does this story relate to God's promise to Abraham to make a nation from his descendants? <p><i>Conclusion:</i> -Discuss fulfilment of God's full promise to Abraham -discuss God's faithfulness and Jacob's faith</p>	<p>Joseph <i>Intro:</i> Recap last week. -Show Bible timeline and where Joseph fits <i>Bible:</i> Students act out play about Joseph: parts of Genesis 37-50 -Students complete worksheet about Joseph answering questions:</p> <ul style="list-style-type: none"> • What was Joseph's relationship with his brothers like? • Why did his brothers hate him? • What happened to Joseph? • How did God help Joseph when he was imprisoned? • How did God use Joseph to save his family? • Would you have been able to forgive people who had done that to you? Why/Why not? <p><i>Conclusion:</i> Discuss God's faithfulness in using the hard situation to bring about good.</p>	<p>Ruth <i>Intro:</i> Recap last week -show Bible timeline and where Ruth fits <i>Bible:</i> Students act out play about Ruth -Students complete worksheet about Ruth answering questions:</p> <ul style="list-style-type: none"> • Why did Ruth go with Naomi? • Why did Naomi try to convince her not to come? • Naomi and Ruth were a widow and an orphan in a culture where they couldn't work- how did God provide for them? • What did you like about Ruth? <p><i>Conclusion:</i> Discuss God's faithfulness in providing for and redeeming Ruth and Naomi.</p>	<p>David <i>Intro:</i> Recap last week -show Bible timeline and where David fits <i>Bible:</i> Students act out play about David: parts of 1 Samuel 16- 2 Samuel 12 -Students complete worksheet about David answering questions:</p> <ul style="list-style-type: none"> • Why did God choose David to be king? • Did it seem like David could beat Goliath? • How did God rescue David from Saul? • What did David do wrong? • What was his response when he realised he'd done wrong? • What did God promise to David? <p>-Introduce Jesus as the fulfilment of all the promises that we've seen God make throughout the term. -Read Matthew 1 genealogy of Jesus and take note of the names we've heard already. <i>Conclusion:</i> Discuss how Jesus fulfils the promises made to Abraham and David</p>

Year 7 Term 4

Title: The Ten Commandments

Lesson	Lesson Summary
1	The Ten Commandments: Who? When? Where?
2	The Ten Commandments: What? Why?
3	The first 4: Love the Lord
4	The Last 6: Love others
5	Do the commandments still matter?

Introduction:

This unit introduces students to the ancient Israelite community and how they related to God. Curriculum differentiation will include scaffolding for those students who are new to SRE studies. Other students may be familiar with the Ten Commandments from primary Scripture classes and this unit intends to build on existing knowledge while also putting the commandments within the context of the wider Biblical story. Jesus' summary of the law will guide the way the commandments are taught and Jesus will be presented as the ultimate fulfilment of the law: succeeding where humanity fails and offering forgiveness when humanity inevitably does fail to be perfect. By investigating the Ten Commandments both in their historical context and in light of Jesus death and resurrection students will be taught that Christianity is less about following the commandments and more about following the only one who can.

Aim

The aim of this unit is for students to analyse and evaluate the Ten commandments; their historical context and present relevance.

Expected Outcomes

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

Students will:

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- Examine the historical context of the Ten Commandments
- Recognise elements of God's character through what he values in the Ten Commandments
- Appreciate the link between the Ten Commandments and Jesus' teaching
- Understand the role of the Ten Commandments to show us our inability to keep them
- Appreciate Jesus as the only person who can keep these laws
- Understand summary of the Ten commandments made by Jesus and how these 2 strands (love God and love others) are relevant today

Teaching Points:				
Week 1	Week 2	Week 3	Week 4	Week 5
<p>The Ten Commandments: Who? When? Where? Intro: New unit: Ten commandments -Ask students if they know any of the commandments and list on board. Activity + Bible: Create timeline of Moses' life -In groups, students match Bible passages to cards with events of Moses life:</p> <ul style="list-style-type: none"> • Moses born- Exodus 2:1-10 • Flees to Midian- Exodus 2:11-22 • Burning Bush- Exodus 3 • 10 plagues: Exodus 7:1-12:30 • Hebrews leave Egypt- Exodus 12:31-15:21 • Moses receives 10 commandments- Exodus 20:1-17 <p>-Discuss: Why God might have chosen Moses? -Look at map to track where Moses lived and where he received the commandments Conclusion: Summary: God used Moses to do amazing things and to lead his people using these commandments.</p>	<p>The Ten Commandments: What? Why? Intro: Recap last week -Again, list 10 commandments on the board Activity + Bible: Read Exodus 20:1-17. In groups, students match up the numbers with summaries of each commandment. -Discuss: Why God might have given these commandments to his people? Conclusion: God gave his people these commandments to show them who he is and what he values and to help them live in the world he made for them.</p>	<p>First 4 Commandments Intro: Jesus sums up the 10 commandments into these two: Love God and Love your neighbour. (Matthew 22:34-40) -On board, get students to think about which category each commandment would fall into. Activity: Roll dice and whichever number it lands on students have to say the commandment Bible: Read Exodus 20: 1-11, discuss how each of these commandments relates to loving God. Conclusion: Students to memorise first 4 commandments by practising in buddy pairs. -Set challenge: see who can remember all 10 by next lesson. Helpful hint: There are songs written for younger people that set the Ten Commandments to song. These are available on the Web.</p>	<p>Last 6 Commandments Intro: Challenge- Can anyone can say all 10? -Re-read Matthew 22:34-40- Jesus' summarised the law into 2 commandments. -Recap which commandments were in each category. Activity: Get students to close their eyes. Read out a commandment and get them to put up the number of fingers (with eyes still closed) to show which number commandment they think it is Bible: Read Exodus 20:12-17; Discuss how each of these commandments relates to loving others. -Discuss why God would care about us loving him and loving others. Conclusion: Jesus's summary helps us to better understand the commandments: They aren't just rules; they actually help us know how to love God and love others.</p>	<p>Do the commandments still matter? Intro: The commandments were given to God's people Israel thousands of years ago... ask students if they think they are still important today? Why/why not? Bible: Read Matthew 5:17-18. Jesus came to give the law (including commandments) their full meaning, but not to get rid of them. -Read Romans 3:20-26. Even though the law is still good (as above) we cannot be made righteous through it. Rather, it <i>shows us our sin</i> and helps us know we need Jesus who died in our place. We can be righteous through Jesus. Activity: Have each commandment written on plastic cups, students race to build a tower of the cups in correct order. Conclusion: Summary: The commandments show us where we fall short of following God. Jesus was the only one who could follow them completely. He died in our place so that we could be made right with God even though we fail to follow his commands.</p>