

**Bible**

**Explored:**

***A High School Christian  
SRE Curriculum***

# Curriculum Details:

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

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.

## Overarching Outcomes for the Curriculum:

Upon the completion of Year 10 students will:

- Know the main beliefs of the Christian faith
- Be able to engage with the Bible as a historical and religious text
- Understand the centrality of Jesus' life and purpose to the Christian faith
- Appreciate the relationship between Christian belief, personal behavior and Australian society
- Be able to think critically and distinguish between fact and opinion
- Understand the key themes of the Christian and other world views and their implications for how individuals and societies operate

## Foundations of Curriculum

The *Bible Explored* curriculum uses the Bible as its foundational text; as this is the basis of the Christian faith, Christian worldview and Christian practice. The *Bible Explored* curriculum is designed to be taught in a combined arrangement, from a position of faith and commitment by a person explicitly associated with the Christian community.

## Strands of the Year 7-10 Curriculum Matrix

**Christian Faith Basics** – A study of the foundational beliefs of Christianity; the identity and characteristics of God, the authenticity and main themes of the Christian Scriptures (Bible) and the historicity of Jesus Christ.

**Life and Teachings of Jesus** Looking at the specific teaching of Jesus and what he says about God, people and the world. Typically this will be taught through an investigation of a Gospel.

**A Christian Understanding of Life** - The core beliefs of the Christian faith provide a unique platform from which to approach and engage with the various aspects of modern life, ranging from one's personal experience of life to those in the larger social context.

**Christian Living** – The Christian faith has direct implications for how a person lives. Real faith affects both one's view of themselves and their view of others. Additionally it has ramifications on how we are to live as individuals and groups.

The structure allows for both horizontal and vertical exploration.

## **Scope and Sequence**

The document defines the scope and sequence of lessons across Years 7 to 10.

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 Christianity; 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 when best to use resources ensuring that issues of sensitivity and age appropriateness are addressed.

## **Basis for lesson planning**

This curriculum is not of a prescriptive nature. It does not specify how teachers are to teach each lesson. Individual teachers will need to develop the details of each lesson based upon the key points listed. This will allow the teacher to ensure the material is relevant and appropriate to their class learning ability and age. The teacher will obviously take into account the Department of Education's 'duty of care' policy regarding sensitive issues and age appropriateness. The teachers ability to professionally carry this out will be assisted by their teacher training (mentioned above).

We are aware that schools have differing arrangements for SRE, with a wide range of class time available to teach the material. This curriculum has a minimum of eight lessons provided in each section. Some of the set lessons can be easily expanded into two (and even three) lessons if the teacher deems this to be helpful for a class. Some of the lessons can be omitted if there are time restraints. Again, teacher training will allow the necessary insight for this task.

## **Resources**

To engage students and support learning outcomes, teachers may use a number of different resources including power point presentations, worksheets, music, books, online games, activities and video. Multimedia resources used can be those approved by the school (for example; in some cases there is the availability of in-school multimedia systems such as *Clickview*). Each teacher/SRE board needs to make local arrangements with their schools on this matter.

Resources need to be carefully selected by the teachers as they prepare all of their lessons, especially with regard to sensitive issues, the developmental stage of the students, individual needs of the students and the age appropriateness of the material. When selecting resources, teachers will ensure that they meet the DoE duty of care obligations listed below.

SRE is provided for in the Education Act 1990 (NSW) which in part states that 'in every government school, time is to be allowed for the religious education of children of any religious persuasion; and, religious education to be given is in every case to be the religious education authorised by the religious body.'

The content of the curriculum and the pedagogy of the teaching are matters for the providers of SRE. However, there are other Acts of parliament and Department of Education policies and procedures that are applicable to the provision of SRE. Related Acts include:

- • Anti-Discrimination Act 1977 (NSW)
- • Work Health and Safety Act 2011(NSW)
- • Children and Young People (Care and Protection) Act 1998 (NSW)

Under the Acts, the Department of Education stipulates policies that affect SRE teachers. These are listed below.

- Protecting and Supporting Children and Young People Policy PD/20020067
- Bullying: Prevention and Responding to Student Bullying in Schools Policy PD/2010/0415/V01
- Controversial Issues in Schools Policy DN/07/00004
- Religious Education Policy. PD/2002/0074/V04
- Complaints Policy

Each of the above policies has a set of procedures that are relevant to its implementation.

In addition, the Department of Education expects SRE teachers a 'volunteers' in its schools to abide by its Code of Conduct and support The Wellbeing Framework for Schools.

## **Teaching Methods**

When implementing the curriculum it is expected that teachers will use a variety of teaching methods as outlined in the Department of Education's 'Quality Teaching'.

As mentioned, use of the curriculum is premised on the teacher having both teacher training and pastoral care training to at least certificate level. Without this training this curriculum is not authorised by a provider who is a member of ICCOREIS.

# Years 7-10

# Curriculum

	Term 1	Term 2	Term 3	Term 4
Years	Christian Faith Basics	Life and Teachings of Jesus	A Christian Understanding of Life	Christianity in Practice
7	Who is God? What is the Bible?	Jesus, the King of God's Kingdom (Mark's Gospel).	Who am I in God's eyes?	Lives based upon the Love of God.
8	The Biblical Salvation Story	Jesus' Journey: (Luke's Gospel).	The Difference Christ Makes – Suffering and Forgiveness.	Being Human from a Christian Perspective.
9	Evidence of God's Reality.	The Saviour from God: (Matthew's Gospel).	The Good News of Christ changes everything; from the individual to the global community.	Christian Living: The Sermon on the Mount.
10	The Reliability of the Christian Faith: Bible Reliability The Historicity of Jesus	John – God Among Us (John's Gospel) God' Wisdom for Life (Wisdom Books)	A Christian Understanding of the Meaning of Life, as distinct from other faith systems.	Christian Ethics and the Core Biblical Message.

# Year 7

(See following pages for outcomes)

Year Group	Term 1 – Christian Faith Basics (What is the Bible, Who is God and Jesus?)	Term 2 – Life and Teachings of Jesus - The Kingdom of God (Mark Gospel)	Term 3 – A Christian Understanding of Life (Who am I in God’s eyes?)	Term 4 – Christian Living (Lives based upon Love)
<b>7</b>	<ol style="list-style-type: none"> <li>1. Intro to Scripture.</li> <li>2. Bible – Main Point ... Humans are made for Relationships</li> <li>3. The Bible – What is it? Library, Story and Message.</li> <li>4. Bible – How it works</li> <li>5. Who is God? society and students’ ideas</li> <li>6. Who is God? Big, powerful, father.</li> <li>7. Who is God? Just and forgiving</li> <li>8. Who is God? He wants to have a relationship with us</li> </ol>	<ol style="list-style-type: none"> <li>1. Mark – Introducing the Kingdom of God</li> <li>2. Mark – Signs of God’s Kingdom (miracles)</li> <li>3. Mark – Jesus’ role in God’s Kingdom</li> <li>4. Mark – The teachings of God’s Kingdom I</li> <li>5. Mark – The teachings of God’s Kingdom II</li> <li>6. Mark – citizens of God’s Kingdom</li> <li>7. Mark – addressing the brokenness of this world</li> <li>8. Mark – Jesus the King in this Kingdom (servant)</li> <li>9. Mark – Jesus the reigning King in this Kingdom (death and resurrection)</li> </ol>	<ol style="list-style-type: none"> <li>1. Who am I? Useless ways to determine someone’s value</li> <li>2. Who am I? Unique and special to God</li> <li>3. Who am I? Valuable and Worthwhile to God</li> <li>4. Who am I? Worth Protecting</li> <li>5. Who am I? Created for a purpose by God</li> <li>6. Who am I? Worth Saving</li> <li>7. Who am I meant to be? Part of a Church family I.</li> <li>8. Who am I meant to be? Part of a Church family II. - visit by church ministers</li> <li>9. Who am I meant to be? Part of a church family III. Church Mission (Focus on the example of SRE)</li> </ol>	<ol style="list-style-type: none"> <li>1. Love - what is love?</li> <li>2. God’s love for us – the search</li> <li>3. God’s love for us – why did Jesus die?</li> <li>4. God’s love for us - forgiveness</li> <li>5. Love - God’s love for us - Loving the Unlovable</li> <li>6. God’s Love for us - When in Dark Places</li> <li>7. God wants us to love Him</li> <li>8. God wants us to love others– when people are in need</li> <li>9. Summary Lessons. The Oscars</li> <li>10. Summary Lessons. The Oscars</li> </ol>

# YEAR 7

## Term 1 – Christian Faith Basics - What is the Bible, who is God and Jesus?

1. Intro to Scripture.
2. Bible – Main Point ... Humans are made for Relationships
3. The Bible – What is it? Library, Story and *Message*.
4. Bible – How it works
5. Who is God? society and students' ideas
6. Who is God? Big, powerful, father.
7. Who is God? Just and forgiving
8. Who is God? He wants to have a relationship with us

### AIM:

The aim of this unit is to introduce students to God as He is presented in the Bible, to familiarise the students with the Bible and provide the information so students can navigate through the Bible.

### EXPECTED OUTCOMES

#### Bible

- Students will understand the basic structure and referencing system of the Bible
- The students will be able to find a passage of the Bible
- The students will discover that the Bible is one book, a collection of smaller books, telling the unfolding story of God
- Students will consider why Christians continue to read the Bible, even though they have read it before
- Students will gain an understanding of the basic biblical theme

#### God's Character

- Students will have an opportunity to consider different aspects of God's character as revealed in the Bible
- Students will then explore implications of these characteristics of God

## Year 7 - Term One Lessons - What is the Bible, who is God and Jesus?

<p><b>Lesson One - Intro to Scripture</b>          Teacher to perform the typical procedures of the start of the year with a new class          Emphasis on getting to know the students names, their interests          An introduction game can be useful</p>	<p><b>Lesson 5 - Who is God? society and students' ideas</b>          Students to explore the many ideas about God held by society/cultures          Explore what is the most reliable source of information re God          Students become aware of accurate and true understanding of God</p>
<p><b>Lesson Two – The Bible’s Main Theme ... Humans are made for Relationship with God and each other</b>          The character of God is love          He loves his creation including humans          He wants to have a loving relationship with humans          Jesus reflects God’s love and how much God wants us to be in relationship with Him          Romans 8:37-39; 1John 3:1, 16; 4:16.</p>	<p><b>Lesson 6 - Who is God? Big, powerful, father.</b>          Students to gain perspective of the creator/sustainer God – done so through exploring some basics of the universe size.          In this context explore the vastness of God and the fact that he is our ‘father’ at the same time          John 8:48-59, Psalm 8, Luke 11:2-4</p>
<p><b>Lesson Three - The Bible – What is it? Library, Story and Message.</b>          Bible means <i>biblia</i> (library) – a collection of different books about the same story          It s authorship (Human and Supernatural)          Types of books in the Bible Library          Overall Narrative/story of the Bible          2 Timothy 3:16</p>	<p><b>Lesson 7 – Who is God? Just and forgiving</b>          Consider the reality of Jesus showing us the Father - John 6:46          Explore The just God through many scriptures like Leviticus 19.9-10          Use one of the many Jesus followers who sought God’s justice in their context – William Wilberforce etc          Explore the forgiving God through many scriptures Psalm 99:8, Daniel 9:9          Use one of the many Jesus followers who sought to show God’s forgiveness in their context – Corrie Ten Boon as etc</p>
<p><b>Lesson 4 - Bible – How it works</b>          Referencing system of the Bible explained and understood by students          Practise of using the referencing system via a game</p>	<p><b>Lesson 8 - Who is God? He is a relational God</b>          Use these scriptures to explore how God desires a vital, alive and deep relationship with us - Luke 15, Luke23: 39-43, John 3:1-4          Use modern short testimonies to show this in practise</p>

## **Year 7 – Term Two – Life and Teachings of Jesus (as recorded by Mark)**

1. Mark – Introducing the Kingdom of God
2. Mark – Signs of God’s Kingdom (miracles) I
3. Mark – Signs of God’s Kingdom (miracles) II
4. Mark – Collision course (God’s vs. Man’s Kingdom)
5. Mark – True Kingdom Qualities
6. Mark – Joining God’s Kingdom
7. Mark – Jesus the Rescuing King in this Kingdom (servant)
8. Mark – Jesus the Reigning King in this Kingdom (death and resurrection)

### **AIM**

To introduce students to the Gospel of Mark which identifies Jesus as God’s King and in whom they can believe and trust.

### **EXPECTED OUTCOMES**

- Students will explore the life, teachings and actions of Jesus from the Gospels
- Students will reflect on the meanings of his teachings and how they apply to life today
- Students will be encouraged to compare and contrast these teachings with messages conveyed through the media and general society
- Students to gain an understating of the death and resurrection of Jesus as recorded in the Bible
- Students to consider the implications of these core beliefs of the Christian faith

## Year 7 - Term Two Lessons - Life and Teachings of Jesus (as recorded by Mark)

<p><b>Lesson 1 – Introducing the Kingdom of God</b>          Jesus the most famous person in history – explore the implications          Explore students understanding about Jesus          Introduce gospel of Mark (context etc)          Examine Mark’s intro of Jesus – what is he hoping to tell the readers?          Introduce the notion of the Kingdom of God (dependent upon the ability of the students to take on this depth of understanding)          Mark 1</p>	<p><b>Lesson 5 – True Kingdom Qualities</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 Signs of God’s Kingdom (miracles) I</b>          Explore concepts of miracle, magic, sleight of hand, etc to clarify the supernatural dimension of miracles          Explain the place of miracles in Jesus’ ministry – ‘signs of His Kingdom’          Skim through all of Mark highlighting the miracles, reading the ones that show the power and authority of Jesus          Explore in detail Mark 2.1-12 to see how the miracles are a sign of the purpose of Jesus’ life</p>	<p><b>Lesson 6 – Joining God’s Kingdom</b>          How are people telling us to live?          Who has the right to tell us how to live?          Explore how plants grow.          Read Parable of the Sower (Mark 4.9-20)          Listen to testimonies of people who have responded (or rejected) God’s good news message</p>
<p><b>Lesson 3 – Signs of God’s Kingdom (miracles) II</b>          Continuation/completion of previous lesson</p>	<p><b>Lesson 7 – Jesus the Rescuing King in this Kingdom (servant)</b>          Explore the similarities and differences to the superheroes in the media (true and fictional)          Highlight Jesus humility and submission to God the Father’s plan of salvation – Mark 14:32-42          Read and discuss Mark 15. Students to gain an understating of death of Jesus from the Bible.          Explain in detail the ripping of the temple curtain – Jesus heals our broken relationship with God</p>
<p><b>Lesson 4 - Collision course (God’s vs. Man’s Kingdom)</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 8 – Jesus the reigning King in this Kingdom (death and resurrection)</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>

## **Year 7 – Term Three – A Christian Understanding of Life - Who am I in the eyes of God?**

1. Who am I? Useless ways to determine someone's value
2. Who am I? Unique and special to God
3. Who am I? Valuable and Worthwhile to God
4. Who am I? Worth Protecting
5. Who am I? Created for a purpose by God
6. Who am I? Worth Saving
7. Who am I meant to be? Part of a Church family I.
8. Who am I meant to be? Part of a Church family II. Denominations - visit by church ministers
9. Who am I meant to be? Part of a church family III. Church Mission (Focus on the e.g. of SRE)

### **AIM**

To explore the concept of identity and what shapes one's identity.

To consider God's view of our identity

### **EXPECTED OUTCOMES**

- Students will have an opportunity to consider what shapes identity
- Students will identify what/who is telling them what they are meant to be
- Students will consider the Biblical perspective of human value
- Students will reflect on how this might differ from other perspectives and the implications for them

## Year 7 - Term Three Lessons – A Christian Understanding of Life - Who am I in the eyes of God?

<p><b>Lesson 1 – Who am I? Useless ways to determine someone’s value</b>          Explore the untruths, but strong messages from our society/culture about our identity          Show the inconsistencies and fallibilities of these messages          Focus upon the beauty myth and ‘morality=value’ myth</p>	<p><b>Lesson 6 – Who am I? Worth Saving</b>          Explore the concept of rescue and salvation in current stories.          Explore the ‘WHY?’ element of a rescuer doing such a risky thing          Introduce the concept of God solidifying our value in His eyes by sending his saving son.          Use the following scriptures as a basis for this          Explore how this is applicable to the students.          1 Peter 3: 18 1 Thessalonians 5:10 Hebrews 9:15          Romans 5:10</p>
<p><b>Lesson 2 – Who am I? Unique and special to God</b>          1 Peter 5:7 and Matt 10.30          Students to reflect on who they are (personality, uniqueness and personal history)          Students to consider their value/identity in the context of these two bible passages</p>	<p><b>Lesson 7 – Who am I meant to be? Part of a Church family I.</b>          Read and explore the early church as described in Acts 2:43-47 and 4:32-35          Explore the concept of a family and how this relates to the church family          Show footage etc of a local church as a case study – what this looks like at a local level near them</p>
<p><b>Lesson 3 – Who am I? Worth Protecting</b>          Matt 22.34-40          Deuteronomy 5.6-22          Students explore rules (and the reason behind the rules) they consider appropriate for people they love          Introduce the Ten Commandments in this ‘rules for protection’ framework.          Key message of lesson is – God thinks we are of so much value that he sets rules to ensure our protection and flourishing.</p>	<p><b>Lesson 8 – Who am I meant to be? Part of a Church family II. Denominations - visit by church ministers</b>          Explain the basic background of 2000 yrs of church development/history!          Have several ministers from the local churches visit each class and allow a time for them to share their testimonies and answer questions from the class</p>
<p><b>Lesson 4 – Who am I? Created for a purpose</b>          Ecclesiastes          John 14.6          Introduce and explore the large concept of meaning in life          Explore the ‘attempts’ people make at finding purpose in life – use Ecclesiastes and modern examples of the same          Use Christian testimony and passages such as John 14.6 and John 10.10 to highlight how we are innately created in a way that will only find true purpose and identity in Christ</p>	<p><b>Lesson 9 – Who am I meant to be? Part of a church family III. Church Mission (Focus on the e.g. of SRE)</b>          Matt 28:18-20 and John 13.35          Explore the idea of passing on the benefits of something that has benefitted you (to introduce how this relates to sharing the good news and love of God)          Explore the commission of the church to be a blessing to the nations          Use modern (or historical) examples of the church in mission          This is a good opportunity to use SRE in high schools as an example of mission.</p>
<p><b>Lesson 5 Who am I? Created for a purpose</b>          Continuation of the material in the previous lesson</p>	

## **Year 7 – Term Four – Christian Living - Lives based upon Love**

11. Love - what is love?
12. God's love for us – the search
13. God's love for us – why did Jesus die?
14. God's love for us - forgiveness
15. Love - God's love for us - Loving the Unlovable
16. God's Love for us - When in Dark Places
17. God wants us to love Him
18. God wants us to love others– when people are in need
19. Summary Lessons. The Oscars
20. Summary Lessons. The Oscars

### **AIM**

To explore the concept of identity and what shapes one's identity.

To consider God's view of our identity

### **EXPECTED OUTCOMES**

- Students will define and explore the foundational aspects of Godly love as expressed in the bible
- Students will appreciate the importance, dynamics and freedom found through true expressions of love
- Students will recognise possible out workings of biblical love in their context as well as the larger context of humanity
- Students will specifically understand the dynamics of Jesus example of love

## Year 7 - Term Four Lessons - Christian Living - Lives based upon Love

<p><b>Lesson 1 – Love – What is Love?</b> As a basis for this unit, spend time defining love. Explore the views of the media, other voices in society and the students themselves Consider 1 Corinthians 13 as a baseline biblical definition of love. Act out missing words from 1 Cor. 13:4-7 Explore this using the Greek words for ‘love’</p>	<p><b>Lesson 6 – Love - God’s Love for us - When in Dark Places</b> Revise our purpose: to love and be loved Read Romans 8:35-39 Sometimes we think that bad things happening must mean God doesn’t love us or doesn’t care about us? But what does the Bible say? Tell story of Betsy &amp; Corrie Ten Boom Discuss in relation to Romans 8:35-39</p>
<p><b>Lesson 2 – Love – God’s love for us – the search</b> Luke 15:11 -24 Students read the original parable Students here a modern version of the same parable Students write or cartoon their own version</p>	<p><b>Lesson 7 – Love - God wants us to love Him</b> God desires to be in a loving relationship with his created and cherished children. This is His nature and desire. John 4 He sent His Son to ensure this relationship was possible. John 3.16 etc. He desires for us to seek Him and enjoy a close relationship with Him. Matthew 6.33 and Luke 15.11-32 This relationship with bring an abundant life John 10.10.</p>
<p><b>Lesson 3 – Love – God’s love for us – Why did Jesus die?</b> Romans 3.23 Romans 6.23 Romans 5.8 Use these key verses and resources such as ‘Bridge to Life’ (Navigators), ‘Graffiti Bridge to Life’ (The Billy Graham Evangelistic Assoc.) and other stories/resources highlighting Jesus death as a means for us to be reconciled to loving God. Students to reflect on different aspects of each story/presentation.</p>	<p><b>Lesson 8 – God wants us to love - When People are in need</b> Luke 10:28-37 Read and discuss original story with additional info that puts story in context Explore the concept of ‘neighbour’ and who it relates to in their context Students to scan newspapers for positive and negative examples of this type of love Students may construct a modern version of the story – use modelling clay, posters, etc</p>
<p><b>Lesson 4 - Love - God’s love for us - forgiveness</b> Revise our Biblical purpose: to love and be loved Tell story of Nicky Cruz Focus on how the truth of 1 John 4:10 changed Nicky and discuss responses</p>	<p><b>Lesson 9 – Summary Lesson – ‘The Oscars’</b> In small groups students choose a section of the gospel message and they then creatively present that section of the message. The presentations are either performed in front of the class or the short presentations are filmed and compiled into a short film format. Alternately, the small group presentations can be of another kind. John 3.16 or a more conceptual summary of the gospel message can be used as a basis for lesson.</p>
<p><b>Lesson 5 - Love - God’s love for us - Loving the Unlovable</b> Revise our Biblical purpose: to love and be loved Tell the story of David Wilkerson loving the unlovable in NY, discussing how David loved with God’s love using 1 Cor. 13:4-7.</p>	<p><b>Lessons 10 – Summary Lesson – ‘The Oscars’</b> All the clips of last lesson are compiled and presented to the class in film. Students do a written or artistic summary of the main points of the gospel message as presented by the groups.</p>

# Year 8

(See following pages for outcomes)

Year Group	Term 1 – Christian Faith Basics (The Biblical Salvation Story)	Term 2 – Life and Teachings of Jesus Jesus’ Journey (LUKE Gospel)	Term 3 – A Christian Understanding of Life (Suffering and Forgiveness)	Term 4 – Christian Living (Being human from a Christian perspective)
<b>8</b>	<ol style="list-style-type: none"> <li>1. Creation</li> <li>2. The Fall</li> <li>3. Needing Help</li> <li>4. The Sin Problem</li> <li>5. God’s Way of Rescue</li> <li>6. God Changes Life Here &amp; Now</li> <li>7. God’s Promises</li> <li>8. The Cost of Following</li> <li>9. Who Will Be King?</li> </ol>	<ol style="list-style-type: none"> <li>1. JESUS – The facts</li> <li>2. JESUS – Miracles</li> <li>3. JESUS – Teaching</li> <li>4. JESUS – Teaching</li> <li>5. JESUS – God’s Son</li> <li>6. JESUS – Claims</li> <li>7. JESUS - Crucifixion</li> <li>8. JESUS - Resurrection</li> <li>9. JESUS – Meaning of death and resurrection</li> <li>10. Easter Object lesson - Water pistol, backpack and paper cross</li> </ol>	<ol style="list-style-type: none"> <li>1. Suffering – Individual/globe</li> <li>2. Suffering – God’s Role</li> <li>3. Suffering – Causes</li> <li>4. Suffering - Trusting God</li> <li>5. Suffering – Endurance and Persistence</li> <li>6. Forgiveness I</li> <li>7. Forgiveness II and God</li> <li>8. Forgiveness and Others</li> </ol>	<ol style="list-style-type: none"> <li>1. Historical ideas of identity</li> <li>2. Current views of identity</li> <li>3. Consequences of holding the wrong view of identity</li> <li>4. God’s view of our identity Pt I</li> <li>5. God’s view of our identity Pt II</li> <li>6. Discovering Life as God intended</li> <li>7. Prayer – what is it?</li> <li>8. Prayer – Different ways to pray</li> <li>9. Prayer – how does God answer?</li> <li>10. Prayer - Prayer – the part it plays in being human</li> </ol>

# YEAR 8

## Year 8 Term One – Christian Faith Basics – The Biblical Salvation Story

1. Creation
2. The Fall
3. Needing Help
4. The sin problem
5. God's Way of Rescue
6. God Changes Life Here and Now
7. God's Promises
8. The Cost of Following
9. Who will be King?

### AIM

Provide an opportunity for the students to consider the salvation message of the Bible

### EXPECTED OUTCOMES

- Students will recognise that the Bible teaches that the world was created by God (Genesis 1) and that God considered it 'good'.
- Students will appreciate the Biblical teaching about the origins & consequences of sin and suffering
- Students will have an opportunity to learn what the Bible teaches about Jesus' life and death
- Students will recognise the importance of forgiveness in the Biblical text
- Students will consider the Biblical claims that God's rescue plan can change life for people
- Students will explore the Bible promises for those who believe
- Students will reflect on what the Bible teaches about the cost of discipleship

## Year 8 Term One – Christian Faith Basics – The Biblical Salvation Story

<p><b>Lesson 1 Creation</b></p> <p>Discuss how and why students think the world began</p> <p>Give the Biblical view from Genesis 1</p> <p>Discuss how we know things have been designed vs. happened randomly (use objects such as a brick vs. piece of rock)</p> <p>Get students to make a paper plane and compare these to a randomly folded piece of paper</p> <p>Look at facts about the universe/watch clips about animals and ask students whether they think these look designed or random</p> <p>Show some different items people have made.</p> <p>Ask students “What can we tell about the people who made these from what they have made?”</p> <p>Show clips of God’s creation</p> <p>What can we tell about God from what he has made?</p>	<p><b>Lesson 3 Need Help</b></p> <p>Introduce the idea of needing help &amp; discuss how it feels? Link to last lesson’s story of the Fall.</p> <p>Read stories of Peter (Luke 5:1-11), Schems (Luke 19:1-10), and Matthew (Matthew 9:9-13) and highlight the attitude of all three towards Jesus &amp; themselves. Contrast this to the attitude of the Pharisees.</p> <p>Consider Luke 19:10 &amp; Matthew 9:12-13 &amp; discuss.</p>
<p><b>Lesson 2 The Fall</b></p> <p>Get students to draw or write about their ideal life on this planet.</p> <p>Read Genesis 2 and talk about how Adam &amp; Eve had it in the beginning</p> <p>Discuss how our world now compares to theirs:</p> <ul style="list-style-type: none"> <li>• Instead of plentiful food – some people are starving</li> <li>• Instead of a beautiful environment – we have pollution and rubbish</li> <li>• Instead of meaningful fun activities we have hard work</li> <li>• Instead of fulfilling loving relationships with one another we have fights and arguments and wars</li> <li>• Instead of close relationship with God we have people who feel God has deserted them and hating God.</li> </ul> <p>What happened to change it?</p> <p>Read Genesis 2 &amp; 3 as a play &amp; discuss</p> <p>Introduce God’s plan for a new heaven and a new earth at the end of time. Read Revelation 21:4</p>	<p><b>Lesson 4 The Sin Problem</b></p> <p>Introduce the topic of sin &amp; discuss whether sin is a big or small problem.</p> <p>Ask students to consider the words of Jesus (Matthew 5:20 – 22; 27-30; Matthew 13:40-42; Matthew 18:8-9; Luke 12:4-5) &amp; the actions of Jesus (crying over Jerusalem, being tortured &amp; dying) &amp; discuss “Does God think sin is a big problem or a small problem?”</p> <p>Look at 1 John 1:9</p> <p>Charade/Mime/Draw</p>

<p><b>Lesson 5: God's Way of Rescue</b>          Introduce the topic of slavery &amp; discuss how it might feel to be a slave.          Use the analogy of the "Bought to be freed" story          Discuss how Jesus came to free us from sin          Read Isaiah 53</p>	<p><b>Lesson 8 The Cost of Following</b>          Look at the life of an Olympic athlete and discuss what they have to give up going to the Olympics.          Link the life of an athlete to the Christian life using 2 Timothy 2:3-5          Consider Jesus' words in Luke 14:25-26 &amp; Mark 8:34-35          Discuss the experiences of Christians in countries where it is difficult to be a Christian          Discuss the cost of being a disciple in Australia from your own experience          Ask students "So why do people follow Jesus when it can be so difficult?"          Remind students of the promises from last lesson</p>
<p><b>Lesson 6 God Changes Life Here &amp; Now</b>          Discuss the analogies given in the Bible of new life in Christ using Ephesians 2:5 (new life); James 1:18 (new birth); Romans 8:15-16 (God's children); Ephesians 2:19 (family); Romans 6:18 (free); Luke 15:32 (found).          Look at testimonies of different people who have become Christians.          Anyone who belongs to Christ is a new person.          The old life is gone; a new life has begun! 2 Corinthians 5:17</p>	<p><b>Lesson 9 Who will be king?</b>          Revise Promises &amp; cost from previous lessons          Show two ways to live animation          Discuss</p>
<p><b>Lesson 7 God's Promises</b>          Revise analogies from last lesson.          Introduce the concept of promises &amp; how God always keeps his promises          God through some of God's promises to his children &amp; get students to match the verse with a summary (1 John 1:9; Romans 8:1; John 14:15-16; John 10:28; Romans 8:39; 1 Chronicles 16:34; Joshua 1:9; Isaiah 40:30-31; Romans 6:23; John 4:14; 1 Peter 1:4; Revelation 21:7; Proverbs 3:5-6; Psalm 37:4; John 10:10; James 4:7; Ephesians 3:12; 2 Corinthians 1:3-4; Philippians 4:6-7; Philippians 4:19          Ask students to pick their favourite promise.          Get students to pick one of the promises and present it creatively to the class in groups e.g. Rap/Chant/Song</p>	

# YEAR 8

## Term Two – Life and Teachings of Jesus – Luke’s Gospel

1. JESUS – The facts
2. JESUS - Followers on the journey
3. JESUS – Teaching I
4. JESUS – Teaching II
5. JESUS – Claims
6. JESUS - Crucifixion
7. Jesus - Resurrection
8. JESUS – Meaning of death and resurrection
9. Easter Summary/Object lesson

### AIM

To provide students with an overview of Jesus’ life. This will be done by following Luke’s record of Jesus’ 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;
- Students will understand the importance of baptism for Jesus;
- Students will recognise Jesus’ role as a teacher about God;
- Students will appreciate Jesus’ love for us when He died on the cross;
- Students will investigate the claims and demonstrations of Jesus’ authority;
- Students will understand Jesus’ call to his disciples to deny themselves;
- Students will identify the opposition that Jesus faced;
- Students will understand why Jesus willingly faced death;
- Students will know about Jesus’ role as the resurrected judge, ruling over the universe;
- Students will reflect on the significance of Jesus’ death for their own lives
- Students will examine the concept of grace and its impact on the lives of individuals

## Year 8 - Term Two Lessons – Life and Teachings of Jesus - Luke’s Gospel

<p><b>Lesson 1 – Jesus – The facts</b>          The person of Jesus is profiled in all the gospel accounts and as well as other non-biblical historical sources.          It is crucial to have accurate and detailed understanding of this influential person of history          Having a solid basis in our understanding of Jesus allows us to further explore the impact and significance of this man.</p>	<p><b>Lesson 6 – Jesus - Crucifixion</b>          Luke 23: 26-49          Jesus sacrifices Himself for the sins of the world          Jesus was the perfect offering to pay for sin.          In death, Jesus accomplished His Father will as the sinless man dying for the sins of others          There was no other way – sin required punishment (death)          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><b>Lesson 2 - Followers on the journey</b>          Jesus called on His disciples to give up everything to follow Him.          Jesus said, ‘Deny yourself, take up your cross and follow me.’          Peter claims that Jesus is God’s Messiah.          Luke 8: 57-62</p>	<p><b>Lesson 7 – Jesus – Resurrection</b>          Luke 24          The resurrection is the core elements of Jesus life.          The eyewitness accounts and the reactions of these eyewitnesses, are pivotal aspect of our understanding of this event</p>
<p><b>Lesson 3 – Jesus Teachings I</b>          The Parables of Jesus as recorded by Luke.          Each parable contains pertinent concepts of the Kingdom and Kingdom living.          To understand what it means to follow Him it is crucial to get as much insight into this. His parables and other teachings allow us this opportunity.</p>	<p><b>Lesson 8 – Jesus - Meaning of death and resurrection</b>          The sacrificial death of Jesus reconciled us with the Father.          This is illustrated in the following passages (these to be explored this lesson):</p> <ul style="list-style-type: none"> <li>• Luke 23: 44-46 with the curtain in the temple tearing,</li> <li>• John 19:30 – the cry of “It is finished”</li> <li>• Mark 15:33-37 - the darkness that covered the land while Jesus was crucified.</li> </ul>
<p><b>Lesson 4 – Jesus – Teachings II</b>          Parables and other teachings (particularly Luke 6 and Luke 12) are explored further as written above.</p>	<p><b>Lesson 9 – Easter Summary/Object lesson</b>          Hebrews 9.28, 1 John 2.2, Hebrews 10.10          Jesus’ death paid the sacrifice for our sins          Our debt is paid          We are reconciled to God          It is complete and on offer to all.</p>
<p><b>Lesson 5 – Jesus’ Claims</b>          Luke 9 18-27          Jesus was not an ordinary person with exceptional and miraculous skills. Nor was he simply a great teacher.          Jesus claimed many things including:</p> <ul style="list-style-type: none"> <li>• Divinity</li> <li>• To be our Saviour</li> </ul> <p>This identity claim set up the remainder of the gospel of Luke          The claim is far reaching with implications on all who follow and all who have gone before.</p>	

# YEAR 8

## Term Three – A Christian Understanding of Life - (Suffering and Forgiveness)

1. Suffering – Individual/globe
2. Suffering – God’s Role
3. Suffering – Causes
4. Suffering - Trusting God
5. Suffering – Endurance/Persistence
6. Forgiveness I
7. Forgiveness II and God
8. Forgiveness and Others

### AIM

To allow the students to explore the very real and pertinent issue of suffering and the questions that lay behind it.

To provide encourage the students to consider the power and freedom that comes through forgiveness.

### EXPECTED OUTCOMES

#### Suffering

- Students will explore examples of suffering in the world
- Students will consider the causes of suffering
- Students will gain a biblical understanding of the causes of suffering
- Students will reflect on what life can be like if one adopts the biblical approach to suffering
- Students will explore how others deal with suffering
- Students will see the role of the Christian Community experience in the context of suffering
- Students will gain a Biblical understanding of the church
- Students will discover the range of manifestations of the church around the globe

#### Forgiveness

- Students will reflect on the complexities of forgiveness
- Students will explore what forgiveness looks like from the position of the various parties
- Students will gain insight into the biblical understanding and implications of forgiveness

## Year 8 - Term Three Lessons – A Christian Understanding of Life – Suffering & Forgiveness

<p><b>Lesson 1 – Suffering – individual and global</b> Romans 8.18-23 The issue of suffering and the search for its causes is a world-wide phenomenon. The suffering is complex and very damaging. Suffering takes many forms and has many causes (some obvious and some quite hidden) To address the issue of suffering it is helpful to get a larger appreciation. It is important to not discuss the issue either just theoretically nor simply subjectively.</p>	<p><b>Lesson 5 – Suffering – Endurance/Persistence</b> To endure suffering we need the following: Vertical support from God</p> <ul style="list-style-type: none"> <li>• 1 Peter 4.7 – Cast your cares on God because he cares about you.</li> <li>• Matt 6.25-34 – Worry is not helpful, God cares etc</li> </ul> <p>Horizontal Support from others</p> <ul style="list-style-type: none"> <li>• 1 Corinthians 13 – what loving support looks like</li> <li>• Mark 12.30 - Love your neighbor</li> </ul>
<p><b>Lesson 2 – Suffering and God’s Role?</b> Genesis 1-3 God is sovereign (and this often needs unpacking) 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. Turning from the source of life leads to death (suffering) God knows all about suffering when He allowed Jesus to die on the cross for people who didn’t deserve that sacrifice. God is close to the broken hearted.</p>	<p><b>Lesson 6 – Forgiveness</b> Forgiveness is essential if we are to flourish in a world of suffering. Forgiveness is hard because of the hurt we feel. Real forgiveness means overcoming the hurt not forgetting. Forgiveness is easily passed on unless addressed. Forgiveness brings freedom - Matt 5: 43-48</p>
<p><b>Lesson 3 – Suffering – Causes</b> Deuteronomy 30.11-20 Causes for suffering range from obvious to far from obvious God provides free will and with this comes responsibility. Free will has the potential for positive and negative outcomes Too often the cause is attributed to God, where quite often it lies with humans.</p>	<p><b>Lesson 7 – Forgiveness and God</b> 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</p>
<p><b>Lesson 4 – Suffering – Trusting God</b> Job – an example of trusting God during unexplainable suffering 1 Peter 5.7 – God cares for us and this changes the potential for suffering and its effect upon a person. Trusting God is often best understood in observing a person’s journey through suffering as they trust God.</p>	<p><b>Lesson 8 – Forgiveness and Others</b> Forgiveness is empowered by love and a feature of Christian living Colossians 3:12-14. Matt 14:13-21 Going the extra mile &amp; giving to those who asked. Matt 26:50-54 Offering the other cheek. Jesus’ model of forgiveness can dramatically change relationships for the better</p>

# YEAR 8

## Term Four - Christian Living - Being human from a Christian perspective

1. Historical ideas of identity
2. Current views of identity
3. Consequences of holding the wrong view of identity
4. God's view of our identity Pt I
5. God's view of our identity Pt II
6. Discovering Life as God intended
7. Prayer – what is it?
8. Prayer – the part it plays in being human

### AIM

To have students consider the concept of being truly human from a Biblical perspective.

To allow students the opportunity to explore historical and current views of identity.

To explain the Christian understanding of prayer and the part that plays in a person being truly alive according to the Bible.

### EXPECTED OUTCOMES

Biblical Understanding of Identity and human Value

- Students will be able to explain the different elements of human identity
- Students will gain an insight into the various methods used in societies to determine human worth
- Students will analyse these processes
- Students will explore the Biblical perspective of human value and consider how this might differ from other perspectives

Christian Living – Prayer

- Students will have opportunity to reflect on their own motives and experiences of prayer
- Students will explore what the Bible teaches regarding how to pray and the power of prayer
- Students will recognise the different approaches to prayer in the Bible and the way in which Christians practice prayer
- Students will consider the difference between knowing about God and knowing God through a relationship with him as is described in the Bible

## Year 8 - Term Four Lessons – Christian Living - Being human from a Christian perspective

<p><b>Lesson 1 – Historical ideas of identity</b>          Understanding the concept of human identity and worth in context is vital.          Identity has been calculated differently through history. For examples the <i>Spartans, White Australia policy, Apartheid, Nazism. Individuals and groups have championed the value of humans. For example Mother Teresa, the Women’s Rights Movement, the Anti-Slave Movement, and the Aboriginal Lands Right movement.</i>          Jesus had messages for both the oppressors - Matt 23, and the oppressed - Luke 7:36-50, Matthew 9:9-13.</p>	<p><b>Lesson 5 – God’s view of our identity Pt II</b>          Jesus showed all people are of value – even those cast aside (Matthew 8).          Jesus repeatedly showed offenders/sinners are of value. (Thief on the cross etc).          Jesus so believes we are of value that he saves us even though we are lost (Parable of Lost Son).          Examples of people coming to understand these truths about themselves can be discussed sensitively.</p>
<p><b>Lesson 2 – Current views of identity</b>          To understand true human value it is important to not be distorted by lies.          People in our society are constantly being bombarded with messages about human value. The media plays a powerful role in this process. Teens are often the prime target and are unaware.          Jesus had a constant emphasis on truth. And not believe the father of lies (John 8.44).          Lies need to be exposed for truth to be believed.</p>	<p><b>Lesson 6 – Discovering Life as God intended</b>          Once we understand our real identity it is possible to embrace our full humanity (John 10.10) and:</p> <ul style="list-style-type: none"> <li>• Reconnect with God - John 6:28-29 and 35</li> <li>• Grow in our relationship with God - John 15</li> <li>• Be compassionate - Luke 10:25-37</li> <li>• Lives based upon love – I Corinthians 13</li> <li>• Know and excel at ones talents Psalm 139:1-2 and 13-16</li> <li>• Enjoy life as God intended Ps 118:24</li> </ul>
<p><b>Lesson 3 – Dangerous Consequences of holding the wrong view of identity</b>          Believing lies can damage ones view of themselves and this can lead to an incorrect belief that humans are not of value.          The process of living based upon lies needs to be understood before an accurate understanding of a Biblical view of human identity is embraced.          God views inner beauty as more important than outer ‘beauty’. 1 Sam 16.7 and 1 Peter 3.3-4</p>	<p><b>Lesson 7 – Prayer – what is it?</b>          What is prayer? (dispel myths)          Prayer as understood by the main world religions.          What is biblical prayer?</p> <ul style="list-style-type: none"> <li>• Luke 18:9-14</li> <li>• Matt 6:5-8</li> <li>• Lord’s Prayer (Matt 6:9-15)</li> </ul>
<p><b>Lesson 4 – God’s view of our identity Pt I</b>          Psalm 139 Genesis 1          Humans are not accidents (invaluable), but are purposefully intended creations, of inherit value.          Understanding this principle dramatically changes one’s perception of themselves and all humans.</p>	<p><b>Lesson 8 Prayer – different ways to pray</b>          Discuss the question: Why pray?          Introduce different types of prayer e.g. Praise, Thanks, Confession, Petition          Look at examples of different types of prayer in the Bible e.g. David giving thanks &amp; praise in 2 Sam 7, David confessing in Psalm 51, David asking in 2 Samuel 12 for his son to be spared,          Give students an opportunity to pray</p>

**Lesson 9 Prayer – how does God answer?**

Discuss different answers God may give (e.g. go, slow, grow) and give examples

Go through different barriers to prayer

- Sometimes you don't know who you're talking to /thinking you know better than God/doing things your own way
- Devil (gets in the way, it's a battle) – persist!!! (Daniel 10)
- Not believing (Mark 6:5)
- Wrong motives/selfishness & greed (James 4:2-3)

Get students to identify wrong motives in example prayers

**Lesson 10 – Prayer – the part it plays in being human**

Prayer allows us to connect with our Creator in a personal and corporate manner.

The Bible teaches that prayer is a means to realigning ourselves as special, created and valuable humans under God's care. The book of Psalms gives great examples of this process.

# Year 9

(See following pages for outcomes)

Year Group	Term 1 – Christian Faith Basics – (Evidence of God’s Reality)	Term 2 – Life and Teachings of Jesus The Saviour from God: (MATTHEW’S Gospel)	Term 3 – A Christian Understanding of Life (How the message of the bible changes the individual and the world)	Term 4 – Christian Living (Based upon the Sermon on the Mount)
9	<ol style="list-style-type: none"> <li>1. Evidence of a God in creation I – Ps 139</li> <li>2. Evidence of a God in Creation –Complexity in creation as observed in Romans 1</li> <li>3. Evidence of a God in Creation - –Complexity in creation</li> <li>4. Evidence of a God in Creation - –Complexity in creation</li> <li>5. Evidence of a God in Creation - –Complexity in creation</li> <li>6. Hesitations in believing - “If I could see God I would believe!”</li> <li>7. What do I do if it is true?</li> </ol>	<ol style="list-style-type: none"> <li>1. The Birth</li> <li>2. The Teachings</li> <li>3. Miracles</li> <li>4. Arrest and Death</li> <li>5. Resurrection and summation of His life</li> <li>6. Being a Follower of Jesus</li> <li>7. Becoming a Follower of Jesus</li> <li>8. Following Jesus as a Community Church – what is it?</li> <li>9. Following Jesus as a Community Church – Church meetings</li> <li>10. Following Jesus as a Community Church – meet the local church</li> <li>11. Following Jesus as a Community Church - Mission</li> </ol>	<ol style="list-style-type: none"> <li>1. Identity – according to the world</li> <li>2. Identity according to the bible</li> <li>3. Identity – swapping to the bible’s view of identity</li> <li>4. Identity – the implications of this understanding of identity</li> <li>5. Global implications - Biblical Justice – Who are the poor?</li> <li>6. Biblical Justice – God’s approach to the poor</li> <li>7. Biblical Justice – Ryan’s well – case study.</li> <li>8. Biblical Justice – practical opportunity</li> </ol>	<ol style="list-style-type: none"> <li>1. Salt and Light</li> <li>2. Christians don’t always act like Salt and Light</li> <li>3. Anger</li> <li>4. Revenge and Choices</li> <li>5. Love for enemies</li> <li>6. Prayer</li> <li>7. Money</li> <li>8. The Beatitudes (People who receive God’s blessing)</li> </ol>

# YEAR 9

## Term One – Christian Faith Basics – (Evidence of God’s reality)

1. Evidence of a God in creation – Psalm 139
2. Evidence of a God in Creation – Complexity in creation as observed in Romans 1
3. Evidence of a God in Creation - Complexity in creation
4. Evidence of a God in Creation – Complexity in creation
5. Evidence of a God in Creation – Complexity in creation
6. Evidence of a God in Creation - Complexity in creation
7. Evidence of a God in Creation – Complexity in creation
8. Hesitations in believing - “If I could see God I would believe!”
9. What do I do if it is true?

### AIM

Provide the students an opportunity to consider the possibility of there being a creator God.  
Provide opportunity for students to consider the evidence of the existence of a God in nature.

### EXPECTED OUTCOMES

- Students will consider the concept of design vs. random formation in relation to the universe
- Students will explore the evidence for intelligent design in the universe
- Students will understand that a central belief in the Christian faith is that there is a supreme being (God) responsible for the creation of the universe
- Students will discover that there are different possible responses to this belief
- Students will gain insight into the nuances of the pre-mentioned belief, held by committed Christians

## Year 9 - Term One Lessons – Christian Faith Basics – (Evidence of God’s reality)

<p><b>Lesson 1 – Evidence of a God in creation</b>          God declares His reality is obvious in creation - Romans 1:19-20          The bible explores the intricacies of this in passages such as Ps 139          The bible explores the implications of this for humans in passages such as Job 38-40          These passages come to life when one takes time to consider examples of complexity in creation. But time is needed to do this. It cannot be a rushed process. For this reason several lessons will be designated to exploring God’s creation through documentaries and other means.          This is not to be an opportunity to present Creationism. It is an opportunity to simply explore examples of what the Romans passages suggests.</p>	<p><b>Lesson 5 – Evidence of a God in Creation</b>          Examples of complexity that indicate a Creator are explored, as explained in lesson one.</p>
<p><b>Lesson 2 – Evidence of a God in Creation</b>          Examples of complexity that indicate a Creator are explored, as explained in lesson one.</p>	<p><b>Lesson 6 – Evidence of a God in Creation</b>          Examples of complexity that indicate a Creator are explored, as explained in lesson one.</p>
<p><b>Lesson 3 – Evidence of a God in Creation</b>          Examples of complexity that indicate a Creator are explored, as explained in lesson one.</p>	<p><b>Lesson 7 – Hesitations in believing - “If I could see God I would believe!”</b>          Even after significant evidence, many people still hesitate in believing in the reality of a God. One hesitation is the difficulty to believe in something that they cannot see.          There are many things we believe even though we cannot see them.          The Gospels record a number of examples that are relevant to this debate. Sometimes Jesus offers evidence, other times not. For example:          Matt 12: 38 - 40 (No miracle)          Matt 16: 1 - 4 (No miracle)          Mark 8: 11 - 13 (No Miracle)          John 4: 46 - 54 (Healing done)          Mark 16: 1 - 8 (Resurrection - ultimate miracle)</p>
<p><b>Lesson 4 – Evidence of a God in Creation</b>          Examples of complexity that indicate a Creator are explored, as explained in lesson one.</p>	<p><b>Lesson 8 – What do I do if it is true?</b>          Romans 10.9          Belief is needed if we are to move past disbelief in the reality of something. This happens regularly in life and enables us to function appropriately.          Thomas the disciple was a good example of this move of faith.</p>

# YEAR 9

## Term Two – Life and Teachings of Jesus - (MATTHEW Gospel)

1. Jesus Birth
2. Jesus' Teachings
3. Jesus' Miracles
4. Jesus' Arrest and Death
5. Jesus' Resurrection and summation of His life
6. Being a Follower of Jesus
7. Becoming a Follower of Jesus
8. Following Jesus as a Community Church – what is it?
9. Following Jesus as a Community Church – meet the local church

### AIM

To provide students with an overview of Jesus' life, following Matthew's record of his claim to be the Saviour from God.

To provide opportunity for students to explore the implications of Jesus being the Saviour from God as the Scripture's claim. When students understand Jesus' belief that he was the Saviour, they are better placed to decide if His life is relevant to them today.

### EXPECTED OUTCOMES

- Students will gain an understanding of the life, death and resurrection of Jesus as recorded by a Gospel writer – Matthew
- Students will look at specific teaching of Jesus as recorded in this gospel
- After the exploration of the implications of Jesus' life/claims, students will consider the biblical response.
- Students will then think about how this plays out in the Christian Community, both in the first century and in the current situation

## Year 9 - Term Two Lessons - Life and Teachings of Jesus – MATTHEW GOSPEL

<p><b>Lesson 1 – Jesus Birth</b> Matthew 1-3 The birth of Jesus lies within a historical, cultural and social context that needs to be understood if Jesus’ message and actions are best understood. At the time of his birth, specific events happened that underscored Jesus’ identity as the messiah. Understanding and the acceptance of Jesus’ as Messiah has had ramifications throughout the world for the past 2000 years. <i>Note – This lesson could be taught as a ‘Christmas’ lesson in any stage.</i></p>	<p><b>Lesson 5 – Jesus’ Resurrection and summation of His life</b> Matthew 29.1-20 The final and complete affirmation of Jesus as the Saviour from God is in his resurrection. Jesus demonstrated his power over death and over sin’s ability to separate humans from God. The reaction of Jesus’ followers indicated that they finally grasped this truth. We can learn from their example. Their lives were totally transformed by the resurrection of the Saviour. They were then told to share the good news about the Saviour Matthew 28.18-20. <i>Note – This lesson could be taught as an ‘Easter’ lesson in any stage.</i></p>
<p><b>Lesson 2 – Jesus’ Teachings</b> Focus will be on chapters 5-7; however other passages in Matthew can be used. The teachings of Jesus need to be understood in the context of his claim to be the Messiah; otherwise he can be viewed as just a good teacher. The teachings of Jesus outline the way a follower of God lives in this world. This is a combination of loving God and loving our neighbour. This provides a framework to understanding the teachings of Jesus. Matthew 22.36-40</p>	<p><b>Lesson 6 - Being a Follower of Jesus</b> John 3: 16 (Born again) 2 Corinthians 5: 17 (New Christian) 2 Corinthians 4: 7 and 10 (Treasures in clay jars) Being a Christian involves a spiritual transformation ‘from the inside out’. This is an act of the Holy Spirit. Christians’ behaviour is only a result of this inner change. This inner changing the outside is a more common occurrence than we often realise (a fertilised egg, human genes and emotions etc)</p>
<p><b>Lesson 3 – Jesus’ Miracles</b> Jesus demonstrated his authority as the messiah from God by performing signs. He made it clear in Matthew 9.1-8 and John 10:37-38. The different types of miracles showed his authority over nature, humans, disease and sin. Jesus did not perform miracles at the request of the crowd, but in a way he knew would show his real identity and authority. Matthew 16.1-4 Appreciating this authority leads to a different understanding of Jesus identity and his claim on the lives of all people.</p>	<p><b>Lesson 7 – Becoming a Follower of Jesus</b> People change for many reasons. There are many misconceptions as to how/why a person becomes a Christian. Conversion is not a result of force, coercion, It is a response to a gift. Romans 6.23, 1 John 4.9</p>
<p><b>Lesson 4 – Jesus’ Arrest and Death</b> The culmination of Jesus role as saviour is seen in his death. Matthew 26-27. His substitution for our sins is expressed by Jesus Matthew 25.26-28. The concepts of substitution, atonement and sacrifice need to be explored in a way the students understand so that they can grasp the meaning of the death of Jesus.</p>	<p><b>Lesson 8 – Following Jesus as a Community</b> Church is a community/family of believers, with the characteristics of a family. Christ is the head of the church body – Col 1.18 Its basis lies in the early church; Acts 1, Acts 2:43-47 and 4:32-35 The church has developed into a worldwide expression of following Jesus as a community.</p>

**Lesson 9 – Following Jesus as a Community -**

**Meet the local church**

The world wide expression of the church has a local expression.

It is important to meet the local church members (a variety of them) – arrange visitors of the local church.

# YEAR 9

## Term Three – A Christian Understanding of Life - How the message of the bible changes the individual and the world

1. Identity – according to the world
2. Identity according to the bible
3. Identity – swapping to the bible’s view of identity
4. Identity – the implications of this understanding of identity
5. Global implications - Biblical Justice – Who are the poor?
6. Biblical Justice – God’s approach to the poor
7. Biblical Justice – Ryan’s well – case study.
8. Biblical Justice – practical opportunity

### AIM

To provide students with the opportunity to explore the implications of the Bible’s message upon the individual and the global community.

### EXPECTED OUTCOMES

#### Identity

- Students will consider how the adoption of a biblical understanding of self and general human value differs from a non- biblical basis
- Students will explore how these different views play out in practice

#### Biblical Justice

- Students will consider how the biblical understanding of human value impacts global poverty/injustice
- Students will research some ‘causes’ of global poverty
- Students will understand the biblical imperatives for Christians to respond to poverty with compassion
- Students will have an opportunity to learn about Jesus’ example of service in the Bible
- Students will gain an insight into the reasons as to why Christians seek to serve others
- Students will be encouraged to consider the place of service in their own lives

## Year 9 - Term Three Lessons – A Christian Understanding of Life - How the Bible message changes the individual and the world

<p><b>Lesson 1 – Identity – according to the world</b> Society has enormous power on the development of identity. The media informs us indirectly, directly and very powerfully as to our value and the reason as to our level of value. This can have devastating effects. Value in our society’s eyes is too often based upon; beauty, possessions, talent and popularity. It is difficult to avoid this powerful process; however it is essential if we are to find our true identity as a loved, created and valued person in the sight of God.</p>	<p><b>Lesson 5 – Global implications - Biblical Justice.</b> Who are the poor? Who are the wealthy? There is often a misunderstanding about these two questions held by those in the rich countries. Our role in global justice is an issue that people view differently. Following God requires Christians to engage in the reality of spiritual, economic, material and relational poverty. It is a part of a Christian’s spiritual DNA.</p>
<p><b>Lesson 2 – Identity according to the bible</b> Our true identity is to be found in Christ – humans are loved, treasured creations made in God’s image. Gen 1-2. Fulfilment and deep seated peace and contentment is discovered and experienced when one embraces this reality. The acceptance of this reality then influences all aspects of one’s life.</p>	<p><b>Lesson 6 – Biblical Justice – God’s approach to the poor</b> Because God is righteous, Christians must act justly. Micah 6:8. Acting justly is about truth in love. Philippians 4:8-9 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 3 – Identity – swapping to the bible’s view of identity</b> Changing our understanding of our true identity involves a deep transformation There are many examples of people in the Scriptures swapping their identity in the Scriptures – Paul of Tarsus, Peter, etc. There are many current examples of this same process.</p>	<p><b>Lesson 7 – Biblical Justice – Case Study.</b> There are many examples of individual Christians and Christian groups seeking to live out biblical justice. Exploring a case study often enhances a student’s understanding of what it means to apply biblical principles.</p>
<p><b>Lesson 4 – Identity – the implications of an identity based in Christ</b> 2 Corinthians 5.17 Understanding our identity as a child of God brings meaning and purpose to life. Accepting our new identity opens us up to be used by God for great things - 2 Timothy 2:21.</p>	<p><b>Lesson 8 – Biblical Justice – Practical Opportunity.</b> The Bible says that merely talking about His love is meaningless. Christians are to demonstrate God’s love. This is a critical part of Christian DNA. 1 John 3.17-19 Understanding how a Christian expresses God’s love can be achieved by working with other Christians. There are many opportunities to partner with local (or larger) Christian Churches or Organisations as they serve the poor as a part of their faith.</p>

# YEAR 9

## Term Four - Christian Living - (Based upon the Sermon on the Mount)

1. Sermon on the Mount - Salt and Light
2. Sermon on the Mount - Christians sometimes don't act like salt and light
3. Sermon on the Mount - Jesus and rules
4. Sermon on the Mount - Anger
5. Sermon on the Mount - Revenge & Choices
6. Sermon on the Mount – Love for enemies
7. Sermon on the Mount - Prayer
8. Sermon on the Mount - Money
9. Sermon on the Mount – The Beatitudes (People who receive God's blessing)

### 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 have an opportunity to appreciate the teachings of Jesus in Matt 5-7.
- Students will be encouraged to compare and contrast these teachings with messages conveyed through the media and other modern sources

## Year 9 - Term Four - Lessons – Christian Living - Sermon on the Mount

<p><b>Lesson 1 – Sermon on the Mount - Salt and Light</b></p> <p>The function of salt Matthew 5:13</p> <p>The function of light Matthew 5:14-16</p> <p>How Christians might act like light &amp; salt in different real life scenarios</p> <p>Jesus call to follow him in ‘light’ is relevant to this issue - John 8:12</p>	<p><b>Lesson 5 – Sermon on the Mount - Revenge &amp; Choices</b></p> <p>Intro concept of revenge &amp; discuss pros &amp; cons Matthew 5:38-42</p> <p>Look at the example of Jesus (during ministry, trial &amp; execution)</p> <p>Discuss responses</p>
<p><b>Lesson 2 – Sermon on the Mount - Why Don’t Christians always act like Salt &amp; Light</b></p> <p>The fact that Christians do not always act like salt &amp; light needs to be explored (current and relevant examples that resonate with the students).</p> <p>Hypocrisy is a big theme of Jesus teachings. Matthew 7:21-23.</p> <p>There is a balance between forgiveness, the biblical call to a life of righteousness and the fact that the power of sin is broken, but we still can sin and need forgiveness (Rom 8:3, 1 John 1:8, Rom 7:21-24, 1 John 1:9)</p>	<p><b>Lesson 6 – Sermon on the Mount - Love for Enemies</b></p> <p>The concept of enemies is multifaceted. ‘Loving’ your enemies is radical, counter cultural (often), difficult and life changing for all concerned. Matthew 5:43-48</p> <p>There are many examples of people who applied Jesus teachings on enemies to change their context – for example Martin Luther King Jnr. There are physiological and psychological benefits from forgiveness - science backs up.</p>
<p><b>Lesson 3 – Sermon on the Mount - Jesus &amp; Rules</b></p> <p>The bible is often perceived to be a ‘book of rules’.</p> <p>Observance of rules played a big part of the religious context of Jesus.</p> <p>Jesus’ had a particular approach towards religious rules - Mark 3:1-6, Luke 6:6-11, Matt 12:9-13, Matt 5:17-20, Mark 7:5-23.</p> <p>Discuss the spirit of the law vs. the letter of the law (i.e. the importance of attitude).</p>	<p><b>Lesson 7 – Sermon on the Mount - Prayer</b></p> <p>There are many ideas about the concept of prayer and its relevance in our materialistic society.</p> <p>The concept of biblical/Christian prayer is often misunderstood.</p> <p>Jesus spelt out quite clearly what true prayer is to be - Matthew 6:6-15.</p> <p>There are many examples of Christians following this example of prayer and it has brought about significant outcomes.</p>
<p><b>Lesson 4 – Sermon on the Mount – Anger</b></p> <p>The concept of “anger” has many facets. Jesus got angry: Mark 11, John 11</p> <p>Jesus spoke about anger: Matthew 5:21-24</p> <p>The Bible says a number of things about anger 1Cor 13:4-5; Eph 4:26-27; James 1:19-20; 1 John 3:15-16.</p> <p>There is a place for ‘righteous anger’ and careful understanding of this concept is important.</p>	<p><b>Lesson 8 – Sermon on the Mount - Money</b></p> <p>It is commonly held that money &amp; possessions make a person happy.</p> <p>Jesus held a very different opinion to this belief - Matthew 6:19-21</p> <p>Earthly treasures are often the aim of people, sometimes without them knowing.</p> <p>Storing heavenly treasure is to be the aim of a Jesus follower - Matthew 6:24.</p>

**Lesson 9 – The Beatitudes (people who receive God’s blessing).**

People are impressed by many things in our society.

Similarly, people are considered ‘lucky or fortunate’ for a number of reasons.

Jesus approach to what makes someone ‘blessed’ is very specific, different to general society opinion and liberating - Matthew 5:3-12.

An example of this is seen in Luke 18:9-14.

# Year 10

(See following pages for outcomes)

Year Group	Term 1 – Christian Faith Basics (Reliability of the Christian Faith)	Term 2 – Life and Teachings of Jesus (John – God Among Us. God’ Wisdom for Life - Wisdom Books)	Term 3 – A Christian Understanding of Life (A Christian Understanding of the Meaning of Life, as distinct from other Faith Systems)	Term 4 – Christian Living (Christian Ethics and the Core Biblical Message)
<b>10</b>	<ol style="list-style-type: none"> <li>1. Bible Reliability - Old Testament Pt I</li> <li>2. Bible Reliability – Old Testament Pt II</li> <li>3. Bible Reliability - New Testament Validity</li> <li>4. Historicity of Jesus I</li> <li>5. Historicity of Jesus II</li> <li>6. Reliability of Resurrection I - details</li> <li>7. Resurrection II theories against and evidence disproving theories</li> <li>8. Resurrection III Summary Game</li> </ol>	<ol style="list-style-type: none"> <li>1. John – God in flesh</li> <li>2. John – Jesus’ good news to religious and non-religious people</li> <li>3. John - Jesus claim to be God part I</li> <li>4. John - Jesus claim to be God part II</li> <li>5. John – Jesus shows he is God (Death and Resurrection)</li> <li>6. Wisdom Books – importance of bible based wise living as teens</li> <li>7. Wisdom Books – teens and family</li> <li>8. Wisdom Books – teens and friends</li> <li>9. Wisdom Books – teens and acceptance</li> <li>10. Wisdom Books – teens and seeking God</li> </ol>	<ol style="list-style-type: none"> <li>1. World Religions I</li> <li>2. World Religions II</li> <li>3. World Religions - Case study</li> <li>4. Meaning to Life I – life auction</li> <li>5. Meaning to Life II – intro</li> <li>6. Meaning to Life III – logical examination</li> <li>7. Meaning to life IV – logical examination cont.</li> <li>8. Meaning to Life – Testimonies</li> <li>9. Summary lesson</li> </ol>	<ol style="list-style-type: none"> <li>1. Ethics I – Intro to ethics</li> <li>2. Ethics II – HOW do we make decisions?</li> <li>3. Ethics III - Mutual Love Ethics (Christian)</li> <li>4. Christian Ethics – Environment</li> <li>5. Christian Ethics – Human Rights</li> <li>6. Summary of the Core Message of Jesus – Love God I</li> <li>7. Summary of the Core Message of Jesus – Love God II</li> <li>8. Summary of the Core Message of Jesus – Love Others I</li> <li>9. Summary of the Core Message of Jesus – Love Others II</li> </ol>

# YEAR 10

## Term One – Christian Faith Basics - Reliability of the Christian Faith

1. Apologetics Intro
2. Bible Reliability - Old Testament Pt I
3. Bible Reliability – Old Testament Pt II
4. Bible Reliability - New Testament Validity
5. Historicity of Jesus
6. Reliability of Resurrection I - details
7. Resurrection II theories against and evidence disproving theories
8. Resurrection III Summary

### AIM

To provide opportunity for students to consider the reliability of the Christian Faith. This will focus primarily on the reliability of the Bible, the historicity of the person called Jesus the Christ as well as the authenticity of Jesus' resurrection. Doing so will give the students more of a framework for them to assess their view of the Christian Faith.

### EXPECTED OUTCOMES

#### Credibility of the Bible

- Students will understand how the Bible is organised
- Students will have an opportunity to consider the historical evidence concerning the accuracy of the Bible
- Students will explore the reliable copying methods of the Biblical text through the centuries

#### Jesus as a Historical Figure

- Students will be given an opportunity to consider the historical evidence for Jesus Christ's life, death and resurrection using the Bible and other historical documents
- Students will explore the validity of Jesus as a historical figure that has had influence since the first century.

#### The Resurrection of Jesus

- Students will research the biblical and non-biblical evidence about the resurrection of Jesus
- Students will explore possible explanations concerning the claim of the bodily resurrection of Jesus

## Year 10 - Term One Lessons – Christian Faith Basics - Reliability of the Christian Faith

<p><b>Lesson 1 – Apologetics Introduction</b> Any form of belief and faith has an important relationship with evidence. This is common to all beliefs as well as spiritual. The Christian faith has much evidence to support its claims. Reliability of the Christian Faith is the sum of evidence and faith. The more evidence, less faith is needed. The less evidence the need for more faith. When considering the reality of God, it is important for students to see the reliability of the bible, the evidence of a creating God and the reliability of the claims of Jesus.</p>	<p><b>Lesson 5 – Historicity of Jesus</b> Jesus was a real person of history and not a myth. Jesus had a historical context that is integrally connected to who he was. There is biblical and non-biblical evidence concerning a religious leader called Jesus as a first century man living in the Middle East.</p>
<p><b>Lesson 2 – Bible Reliability - Old Testament Pt I</b> The Bible shows its reliability by easily passing authenticity examination used for all ancient writings. The key authenticity tests most applicable to the Christian Scriptures are the; copy, internal and external tests.</p>	<p><b>Lesson 6 – Reliability of Resurrection I – details</b> The resurrection account is a world changing event. The details of the resurrection are often not fully understood and the first hand biblical accounts offer great insight into the event. Matt, Mark, Luke and John have resurrection accounts that can be put together to give a more holistic understanding.</p>
<p><b>Lesson 3 - Bible Reliability - Old Testament Pt II</b> The Dead Sea Scrolls discovery brought enormous evidence to the copying validity of the Bible. Exploration of this story and its implications bring credibility and evidence to support the claim of the bible’s reliability.</p>	<p><b>Lesson 7 – Resurrection II theories against and evidence disproving theories</b> There are several main theories denying the bodily resurrection of Jesus Christ. The major ones are; the ‘Swoon’, ‘Stolen Body’ and ‘Wrong Tomb’ theories. Understanding these key theories and then considering how they stand in the light of historical and archaeological evidence will help the students make their own decision regarding the truth of the resurrection of Jesus.</p>
<p><b>Lesson 4 - Bible Reliability - New Testament Validity</b> Applying the key three ancient document validity tests to the New Testament shows why it is a solid document upon which to base one’s faith. We have a reliable copy of early witnesses (first hand or close to first hand) to Jesus life and the early church.</p>	<p><b>Lesson 8 – Resurrection III Summary</b> The information of the previous few lessons about the resurrection of Jesus is summarised with a ‘detective’ like investigation/game that allows the students to make their conclusions about the reality of Jesus’ resurrection.</p>

# YEAR 10

## Bible Message Term Two – Life and Teachings of Jesus - (John Gospel and the Wisdom Books)

1. John – God in flesh
2. John – Jesus’ good news to religious and non-religious people
3. John - Jesus claim to be God part I
4. John - Jesus claim to be God part II
5. John – Jesus shows he is God (Death and Resurrection)
6. Wisdom Books – Living Wisely
7. Wisdom Books – Family Relationships
8. Wisdom Books – Peer Relationships
9. Wisdom Books – Finding Value and Acceptance
10. Wisdom Books – Seeking God

### AIM

To allow the students to explore the claims of Jesus in detail.

To provide opportunity for the students to explore the depth of the ‘Wisdom Books’ of the Bible and to assess their relevance to their culture and themselves.

### EXPECTED OUTCOMES

- Students will read and reflect on the life, death and resurrection of Jesus as recorded by Gospel writer John
- Students will explore specific aspects of these gospels:
  - i. The teachings of Jesus (according to John)
  - ii. The claims of Jesus as represented in Jesus’ “I am...” statements and what they tell us about his identity and purpose
- Following the exploration of the implications of Jesus’ life and claims students will consider how this plays out in wise living.
- Students will also think about how Biblical wisdom plays out in specific areas of life relevant to teenagers

## Year 10 - Term Two Lessons – Life and Teachings of Jesus - John Gospel and the Wisdom Books

<p><b>Lesson 1 – John – God in flesh</b>          John 1.1-18, John 14.10 and Mark 8.27-30          All people have views of God. Some deny an existence of a god through to people believing there are millions of gods, and then others believe there to be one true god.          The opening section of John’s gospel introduces the concept of “logos” (the Word) which existed at creation in God’s presence but was distinct from God the Father.          Jesus is described as the “logos” made flesh known as the “Incarnation” – God becoming human.          To all those who receive Jesus he gave the right to become children of God.          Genesis 1 and John 1 have a similar focus on the “word”.</p>	<p><b>Lesson 4 - John - Jesus claim to be God II</b>          The extraordinary claims of Jesus need to be assessed as to their validity.          There are a few specific options as to Jesus identity – the true Lord, liar or a person with mental illness. Examination of Jesus life will reveal which of these options is most acceptable.          Jesus’ claims have significance for all humanity.          All gospels will be used as we examine Jesus life and its relevance to addressing these issues.</p>
<p><b>Lesson 2 – Jesus’ good news to religious and non-religious people</b>          John 3.1-21 and John 4.1-42          Jesus approached people ‘where they were at’. He identified and met the needs of people from all backgrounds.          These two chapters of John show Jesus approach to Nicodemus (a religious truth seeking religious man) and a woman scorned by religious people and without the religious background of Nicodemus.          Jesus starts where they were at, rather than promoting a script about God. He meets them in their need.          Both were seeking the truth and he provides the same answer to both.          To be born again means to start a “new life” with Jesus at the centre. Both need the Spirit of Life.</p>	<p><b>Lesson 5 – John – Jesus shows he is God (Death and Resurrection)</b>          John - chapters 19-21          The death and resurrection draws many reactions from people throughout history.          The reactions of the eye witnesses provide us insight into not only the reality of his resurrection, but also its significance.</p>
<p><b>Lesson 3 - John - Jesus claim to be God I</b>          Many people have made extraordinary claims about themselves and their abilities through history.          Jesus Christ is not the only one to have claimed to have a divine identity.          Jesus made a number of claims about his identity and role for the whole of humanity. As well as in other gospels, these claims are seen clearly in the Gospel of John.</p>	<p><b>Lesson 6 – Wisdom Books - Living Wisely</b>          Wisdom is needed if we are to live a life well. Sometimes it is difficult to work out wise living just from our own perspective.          We often need objective wisdom for a life well lived.          The Bible is a source of wisdom for living. The book of Proverbs in particular is full of comment about wise living.</p>

<p><b>Lesson 7 – Wisdom Books – Family Relationships</b></p> <p>The importance of family and its healthy functioning is a critical part of a life of a teenager. Teens naturally seek independence while still unable to be fully independent. This can create tension in many areas of life, especially families.</p> <p>Sensitivity is needed greatly when discussing these issues.</p> <p>The bible offers great advice for the healthy functioning of families.</p> <p>Proverbs, Ephesians 5.21-33 and 6.1-4</p>	<p><b>Lesson 9 – Wisdom Books – Finding Value and Acceptance</b></p> <p>Acceptance is a very important issue for most teenagers.</p> <p>It is helpful to consider what a person is really looking for when wanting acceptance or approval from peers, family and others.</p> <p>The bible speaks about the value of humans (collectively and individually).</p> <p>Having a biblically understanding of our value leads to a life fulfilled</p> <p>John 10.10, Proverbs.</p>
<p><b>Lesson 8 – Wisdom Books – Peer Relationships</b></p> <p>Friendships with peers are a central aspect and priority for most teenagers.</p> <p>Wisdom is needed in this area of life as well. Lack of wisdom often ends with hurt and regrets.</p> <p>Caring, loyal and wise friendships are something the bible discusses in a number of places, including the book of Proverbs.</p>	<p><b>Lesson 10 - Wisdom Books – Seeking God</b></p> <p>Matthew 6.33, Matthew 6.25-34</p> <p>Teenagers are in a stage of life where they are assessing and forming life priorities.</p> <p>The Bible says to live fulfilled lives we need to give God the place he deserves. Seeking Him is the first priority for a Christian.</p> <p>The Bible says that having God as the first priority in one’s life brings benefit to all.</p>

# YEAR 10

## Term 3 – A Christian Understanding of Life – Christian Understanding of the Meaning of Life

1. World Religions I
2. World Religions II
3. World Religions – Case Study
4. Meaning to Life I
5. Meaning to Life II
6. Meaning to Life III
7. Meaning to life IV

### AIM

To provide a framework that gives the students some insight about the major religions of the world.

To assist students as they explore different aspects of interest in these religious beliefs.

To provide space for students to reflect upon different ideas about the purpose of life and then to assist them to begin to formulate their thoughts on this issue.

### EXPECTED OUTCOMES

#### World Religions

(NOTE – this unit is available to use if a class expresses an interest in World Religions. Otherwise expanding the ‘Meaning to Life’ unit or one of the additional units is better advised)

- Students will gain an understanding of the concept of a belief system and how it orientates an individual and collective
- Students will gain an insight into the basic beliefs of the major world religions
- Students will investigate the practical implications to these belief systems
- Students will analyse these belief systems and compare them to their own core beliefs

#### Meaning to Life

- Students will explore the outcomes of the larger questions about life (specifically its purpose and meaning), depending upon the options of there being a supreme deity or there being no god.
- Students will hear about what the Bible teaches about purpose in life (John 3, Mark 12, Ephesians 2)

## Year 10 - Term Three Lessons – A Christian Understanding of Life - A Christian Understanding of the Meaning of Life

<p><b>Lesson 1 – World Religions I</b></p> <p>Belief systems are a very powerful driving force in individuals and groups throughout the world. Belief systems are formed by a number of factors.</p> <p>Small and personalised as well as large and world changing decisions come from belief systems. Spiritual belief systems, likewise, have great effect.</p> <p>All people hold spiritual beliefs that effect how they live.</p>	<p><b>Lesson 5 – Meaning to Life II</b></p> <p>Meaning is sort by all people and exploring how they have carried out their search and their findings is helpful to consider.</p> <p>The Bible has many stories of people doing this with Ecclesiastes being an in depth search for purpose, meaning and a sense to this life. Similarly, Job and sections of the Epistles have stories of people on the search.</p>
<p><b>Lesson 2 – World Religions II</b></p> <p>The major religions of the world have a deep history, powerful narrative and significant influence.</p> <p>Each has basic tenets to their faith and it is valuable to gain a basic understanding. These beliefs have similarities but distinct differences to Christianity.</p> <p>Most, including Christianity make the claim that there is only one true religion. This needs further investigation.</p>	<p><b>Lesson 6 – Meaning to Life III</b></p> <p>To understand the present and its meaning (as well as the part we play) it is essential to go back to the 'beginning'.</p> <p>Whether there is a God or not greatly alters the journey and conclusions in the search for meaning.</p> <p>The answers will be very different regarding our significance, our worth and purpose as individuals and how we are to behave.</p>
<p><b>Lesson 3 - World Religions – Case study</b></p> <p>Students often have questions about different religious beliefs and need a safe environment to explore some of these questions.</p> <p>Opportunity can be given to individual and/or group investigation of the basic beliefs of one or more religions.</p> <p>Comparisons to Christianity can be explored again.</p>	<p><b>Lesson 7 – Meaning to Life IV</b></p> <p>Hearing first hand people’s stories as to how they found a deeper purpose to life is greatly enlightening.</p> <p>Allowing questions to be asked of these people allows students to further explore their thoughts as to meaning in this life.</p> <p>Hearing about how following Jesus gives meaning allows students to grasp more of the Christian faith.</p>
<p><b>Lesson 4 - Meaning to Life I</b></p> <p>There are many questions people ask about this issue and similarly there are many suggested answers.</p> <p>Having a ‘meaning’ to one’s life is essential for people to flourish.</p> <p>The bible says humans are made to flourish and Jesus claims he makes this possible - John 10.10. Flourishing has many facets and the bible outlines these.</p>	

# YEAR 10

## Term Four – Christian Living - Christian Ethics and the Core Biblical Message

1. Ethics I – Intro to ethics
2. Ethics II – How do we make decisions?
3. Ethics III - Mutual Love Ethics (Christian)
4. Christian Ethics Applied – Environment
5. Christian Ethics Applied – Human Rights
6. Summary of the Core Message of Jesus – Love God I
7. Summary of the Core Message of Jesus – Love Others I

### AIM

To provide an opportunity for the students to consider the methods of deciding what is 'right and/or wrong'.

To allow students to explore the practical implications of these ethical approaches.

To present the Christian (Bible based) ethical framework and encourage debate and exploration regarding its relevance to current issues.

As a summation of the four years of SRE lessons, the students will be given the opportunity to explore the core message of love as presented in the Bible.

### EXPECTED OUTCOMES

#### Ethics

- Students will consider the basic ethical approaches needed when deciding right from wrong and what is beneficial from non-beneficial
- Students will explore the basis of Christian Ethics based upon the Bible
- Students will develop an understanding of the Christian ethical model known as 'Mutual Love Ethics' (MLE)
- Students will participate in class discussions about the outworking of MLE in regard to human rights and environmental issues
- Students will be given opportunity to articulate their own code of ethics

#### Summary of the Core Message of Jesus

- Students will revisit the core teaching of Jesus to 'love God and love others' as described in the gospels
- Students will consider how these two things have been explored through the various aspects of the previous four years of the SRE program
- Students will reflect on life stories of people who acted upon these two commands of Jesus

## Year 10 - Term Four Lessons - Christian Living - Christian Ethics and the Core Biblical Message

<p><b>Lesson 1 – Ethics I – Introduction to ethics</b></p> <p>Ethical decision making is an everyday event for all people. Sometimes they are significant and decisions that the person is very aware of. Other times the decisions are made with little ‘thought’.</p> <p>Either way there is background as to how a person made this decision.</p> <p>Every life incident has opinion on both sides that propose the reasons why their particular view is correct. An understanding of the process of ethics enables people to decide upon matters that have significant effect on their lives and others.</p>	<p><b>Lesson 4 - Christian Ethics Applied – the Environment.</b></p> <p>God established an order and value in creation. A very early directive from the God in the Bible is to care for this created environment. This is a crucial part of humankind’s responsibilities under God. Genesis 1.26-28.</p> <p>Choosing to decide differently and not care for creation has huge ramifications. This is an ethical decision.</p> <p>Restoration is a significant theme of God’s redemptive plan and the created environment is a part of this process. Romans 8.22</p>
<p><b>Lesson 2 – Ethics II – HOW do we make decisions?</b></p> <p>There are many ‘methods’ as to how to make decisions (e.g. individualism, collectivism, rules based and outcomes based).</p> <p>One’s foundational beliefs provide a platform for which to use one of these decision making methods.</p> <p>Christianity has foundational beliefs found in the bible and this forms a basis for Christians to make decisions about right and wrong etc. Deuteronomy 6.5, Luke 10.27 and Matthew 6.33</p> <p>‘Mutual Love Ethics’ is a helpful way to understand how Christian ethical decision making works.</p>	<p><b>Lesson 5 – Christian Ethics Applied – Human Rights</b></p> <p>Genesis 1.26 states clearly that all people are created in the image of God. They are inherently of value.</p> <p>The Scriptures exhort all believers to love their fellow humans and treat them with respect, regardless of their background or behaviour (e.g. Matthew 6.1-4, Matthew 21.24 and Matthew 5.43-48.</p> <p>People are too often degraded, getting treated less than God intended.</p> <p>Christians are asked to stand up for the downtrodden and seek justice – Micah 6.8.</p> <p>They are told to help those impoverished and treated inhumanely – Matthew 25.35-40.</p>
<p><b>Lesson 3 - Ethics III – ‘Mutual Love Ethics’</b></p> <p>Christian ethics frameworks are based upon biblical principles – primarily, the importance of healthy and loving relationships, i.e.; to love God and love others.</p> <p>‘Mutual Love Ethics’ fleshes out what biblical ethics looks like. It is based upon Jesus’ directive to love God and love others Mark 12.30.</p> <p>This Jesus based ethical decision making foundation has huge ramifications for all relationships (individual and on a larger scale).</p>	

**Lesson 6 – Summary of the Core Message of the scriptures – God loves us and we need to love God**

The love of God is the central theme of the Scriptures.

God is Love – 1 John 4.1-21 and 1 John 3:10 and Luke 15.11-24 (Prodigal Son).

We are called to be holy like God is holy. Leviticus 20.26.

The summary of the Scriptures is to love God and each other – Mark 12.30-31.

**Lesson 7 – Summary of the Core Message of the Scriptures – God loves Everyone and His followers are called to do the same.**

True followers of Jesus will be marked by love - 1 John 4.1-21, sections of the Sermon on the Mount and 1 Corinthians 13.

In order to understand this concept of love it may be helpful to highlight the Greek words for love.

Examples of real love of all people are seen in the Gospels as Jesus interacts with people from a range of backgrounds.

He calls people to follow him – Matthew 4.19

# **Additional Units**

The Units outlined in the previous pages form the basis for the main Yr7-10 Curriculum; however the following units can be included when deemed appropriate. They fit into the main curriculum matrix as noted. It is important if using these additional units that the scope and sequence in the overall curriculum continues to achieve the outcomes as stated.

# Fruit of the Holy Spirit Unit

(Can be used Year 7 Term Four)

## Important note about this unit:

*Care needs to be taken when using this unit because it can possibly appear to the students as moralistic (behaviour is more important than faith and repentance), rather than a grace based experience of God through Jesus. It is crucial that there is a clear distinction from doctrinal and the practical. This unit needs to be framed as; "If Jesus is who he claims to be then this is how a Christian behaves". The teacher needs to assess each class and determine if they can understand these important issues and frame it correctly in their overall understanding of the SRE curriculum.*

1. The Holy Spirit Comes
2. Holy Spirit's Character
3. Love
4. Joy
5. Peace
6. Patience
7. Kindness
8. Summary

## **AIM**

Students will gain an understanding of the Holy Spirit and what the Spirit produces in the life of a Christian.

## **EXPECTED OUTCOMES**

- The students will learn who the Holy Spirit is and how he came at Pentecost
- The students will understand that the Holy Spirit gives people power to do God's will
- Students will discover some of the sorts of things that the Holy Spirit helps people do
- The students will have an opportunity to understand how people receive the Holy Spirit
- The students will consider the nine fruits of the spirit (Galatians 5:22-23) and how the Bible says they develop in people (John 15).

# Main Lesson Points – Fruit of the Holy Spirit

<p><b>Lesson 1 The Holy Spirit Comes</b>          Introduce the concept of power &amp; discuss different types of power          Tell the story of when the Holy Spirit first came (Acts 2)          Talk about how the Holy Spirit changed the disciples (use analogies/object lessons with water or popcorn if desired)</p>	<p><b>Lesson 4 Joy</b>          Revise Fruit of the Spirit (Gal 5:22-23)          Discuss how joy differs from happiness          Read the story of Paul &amp; Silas in Prison (Acts 16)          Discuss how they were able to have joy in a difficult situation          Discuss how thankfulness helps joy to grow.          Tell story of Corrie Ten Boom thanking God for the fleas in the concentration camp (The Hiding Place).          Give an opportunity for students to pray thankyou prayers.</p>
<p><b>Lesson 2 The Holy Spirit’s Character</b>          Start with an object lesson with some dishwashing gloves (show that they are useless without the hands inside them)          Use a bag of objects or pictures to go through different aspects of the Holy’s Spirit’s character &amp; match them to description cards (e.g. Friend - friendship bracelet, Helps – bandage, Comforts – teddy, Lives with people -house, Will never leave -eternity earring, Teaches - whiteboard marker, Shows people what is true – torch, Tells people about Jesus -Bible, Guides – compass etc          Play what’s missing memory game with the objects/pictures.          Think, pair, and share their favourite aspect of the Holy Spirit.</p>	<p><b>Lesson 5 Peace</b>          Introduce the concept of worry. Discuss different things people worry about.          Read Matthew 6:25-34          God doesn’t want us to worry – he wants to give us the opposite of worry: peace. Peace is one of the fruits of God’s Spirit.          Look at Isaiah 26:3 &amp; Philippians 4:6-7          Make stress balls out of balloons &amp; rice &amp; draw a peace sign on it.</p>
<p><b>Lesson 3 Love</b>          Revise Holy Spirit Character using objects          Introduce the Fruit of the Spirit (Gal 5:22-23)          Object lesson with a balloon – without the spirit, your love is like a balloon without air, but when the Holy Spirit is in you, your love starts to grow &amp; grow          Brainstorm ways to show love to friends &amp; family – divide into the 5 love language groups          Look at John 2:1-11 &amp; Mark 10:13-16 and discuss the ways that Jesus showed love on each of these occasions</p>	<p><b>Lesson 6 Patience</b>          Introduce the concept of patience using funny clips &amp; discussion.          Object lesson – offer students one item now, or two if they wait until the end of the lesson          Tell stories of:</p> <ul style="list-style-type: none"> <li>• Abraham &amp; Sarah – waited 25 years for a promised a son</li> <li>• Disciples – waited 40 days for God to send the Holy Spirit</li> </ul> <p>Give testimony of needing (&amp; being provided with) patience in your own life</p>

**Lesson 7 Kindness**

Affirmation activity – give affirmation cards to each student or get students to write two affirmations for their partner  
Revise fruit of the spirit learned about so far  
Watch clips of people being kind  
Discuss times people have been kind to them  
Read & discuss the story of the good Samaritan (Luke 10:25-37)  
Students take turns to pick an encouragement opportunity card and act out how they could be kind in that situation

**Lesson 8 Summary**

Object lesson using a cut off dying branch – use with John 15:5 to discuss the need to be connected to Jesus for the fruit of the Spirit to grow  
Discuss modern analogies like being plugged In to a power source  
Brainstorm how we can stay connected or plugged in to Jesus  
Play some games or do a worksheet or artwork with the verse John 15:5

# Sermon on the Mount Unit

**(Can be used Year 9 Term Four)**

1. Effective Prayer
2. Worry
3. Giving
4. Narrow Gate
5. Lust
6. Don't Judge
7. True Disciples
8. Forgiveness
9. Firm foundation
10. Revision

## **AIM**

To extend the students understanding of 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 have an opportunity to consider the teachings of Jesus in Matt 5-7 (in addition to the lessons in the main body of the curriculum – Year 9 term 4).
- Students will be encouraged to compare and contrast these teachings with messages conveyed through the media and other modern sources

## Main Lesson Points – Sermon on the Mount

<p><b>Lesson 1 Effective Prayer</b>          Introduce concept of persistence          Luke 11 &amp; Luke 18          Discuss what sort of things God wants us to ask for persistently (his Kingdom to come, his Holy Spirit, good things) Matthew 7:10-11          Testimonies of God providing good things</p>	<p><b>Lesson 6 Don't Judge</b>          Intro concept of judging others &amp; hypocrisy          Matthew 7:1-5 discuss          Expand on who it is right to judge &amp; who it is not right to judge using 1 Corinthians 5:9-13          Finish with Matthew 7:12</p>
<p><b>Lesson 2 Worry</b>          Discuss what different people worry about e.g. parents/friends/selves          Matthew 6:25-32          Discuss priorities affect worries (Matt 6:33-34)          Explore how to “not worry” with 1 Peter 5:7 &amp; Philippians 4:6-7</p>	<p><b>Lesson 7 True Disciples</b>          Guess the real brand – taste test foods in “wrong” packaging and see if kids can guess          Discuss how we assess what people are like          Matthew 7:15-23          Discuss importance of actions &amp; clarify the role of grace vs. works</p>
<p><b>Lesson 3 Giving</b>          Intro concept of giving &amp; explore own family culture of giving. Matthew 6:1-4          Discuss what to look for in charities you give to          Show examples of generous people who have been helped by giving</p>	<p><b>Lesson 8 Forgiveness</b>          Intro concept of forgiveness Matthew 5:43-48          Testimonies of forgiveness          Forgiveness exercise – give opportunity for students to forgive</p>
<p><b>Lesson 4 Narrow Gate</b>          Introduce idea going against the crowd &amp; discuss difficulty of it          Draw a parallel between an Olympic athlete &amp; a Christian          Matthew 7:13-14 &amp; Luke 14:25-27          Talk about why people choose the narrow gate (Matt 13:45-46). Visitors may share testimony</p>	<p><b>Lesson 9 Firm Foundation</b>          Intro concept of foundations &amp; discuss what they think their parents have built their lives on          Matthew 7:24-29          Discuss &amp; apply to life          Testimonies of Christians having God as a strong foundation in hard times e.g. Joni Eareckson          Tada</p>
<p><b>Lesson 5 Lust</b>          NOTE – THIS IS A SENSITIVE TOPIC AND NEEDS TO TAUGHT VERY APPROPRIATELY RE AGE AND TOPIC CONTENT.          Messages from media about sexuality &amp; sex          Survey kids re: own views about sex (what's ok/what's not ok)          Present Biblical view of sex &amp; sexuality          Discussion/testimonies of people who aim to live God's way</p>	<p><b>Lesson 10 Revision</b>          Revise using a jeopardy game</p>

# Stories Jesus Told (Parables) Unit

**(Can be used in any year group, Term 3)**

1. God wants relationship
2. God invites everyone
3. God's unfair grace
4. Judgement
5. Live for Eternity
6. Actions Speak Louder than Words
7. Use what you've been given
8. Forgiveness
9. The most valuable thing
10. Love others

## **AIM**

To engage students with the stories of Jesus encouraging them to think about the meaning behind the stories and how Jesus wants his followers to think and behave

## **EXPECTED OUTCOMES**

- Students will read a number of the parables of Jesus, exploring the context and culture in which the parable sits
- Students will explore the meanings of the parables
- Students will have the opportunity to reflect on Jesus' desires his followers to think & act (as presented in these parables) and how this compares with popular attitudes in the current context

## Main Lesson Points – Stories Jesus Told (Parables)

<p><b>Lesson 1 God wants relationship</b>          Introduce the idea of collections/discuss collections as a child &amp; how you'd feel if you lost one part          Luke 15:8-10 Parable of the Lost Coin          Discuss meaning of parable          Intro topic of pets &amp; talk about how you'd feel if a favourite pet went missing          Luke 15:1-7 Parable of the Lost Sheep          Discuss meaning of parable          Intro topic of relationships – discuss relationships kids have in their lives          Luke 15:11-32 Parable of the Lost Son          Discuss meaning of parable</p>	<p><b>Lesson 3 God's Unfair Grace</b>          Give out or get students to make different feelings cards          Discuss the topic of gratefulness/ungratefulness          Matthew 20:1-16 Parable of the Vineyard Workers          Get students to indicate using their cards how they would feel if they were the different characters in the story          Discuss the meaning of the parable</p>
<p><b>Lesson 2 God Invites Everyone</b>          Intro topic of parties e.g. Would you rather game          Matthew 22:1-11 Parable of the Wedding Banquet Part 1          Match the characters &amp; ideas to what they represent in real life          Summarise the main point          Matthew 22:12-14 Parable of the Wedding Banquet Part 2          Discuss "What are the wedding clothes we need to get into heaven?"          Use Acts 3:19 &amp; Romans 10:9 to talk about how we can accept the gift of perfection offered by Jesus to make us acceptable for heaven</p>	<p><b>Lesson 4 Judgement</b>          Intro idea of judgement day using a popular show (e.g. Simpsons) &amp; discuss the concept          Read &amp; discuss Matthew 13:24-43          Have an activity break by getting kids to sort out smarties from pebbles          Read &amp; discuss Matthew 13:47-50 Parable of the Fishing Net          Act out Matthew 25:1-13 Parable of the Ten Virgins and go through the meaning using a quiz          Reflect on ways we can be ready for judgement</p>

<p><b>Lesson 5 Live for Eternity</b>  Ask kids to estimate &amp; rate a list of things according to how long they will last (make a timeline).  Discuss the concept of eternity &amp; ask the students to brainstorm other things that will last for eternity  Luke 12:13-21 The Rich Fool  Discuss meaning of the parable &amp; how it applies to us  Luke 16:1-13 The Dishonest Manager  Discuss the meaning of the parable &amp; think about ways we could use our money to benefit God's kingdom/store treasure in heaven</p>	<p><b>Lesson 8 Forgiveness</b>  Things that need forgiveness from us  Things that need forgiveness from God  Matthew 18: 21-35 Parable of the Unforgiving Servant  Discuss meaning of the parable and how it applies to us</p>
<p><b>Lesson 6 Actions Speak Louder Than Words</b>  Intro concept with a game of charades  Discuss: What's more important: what we say or what we do?  Matthew 21:28 – 32 Parable of the Two Sons  Discuss the meaning of the parable and how it applies to us</p>	<p><b>Lesson 9 The Most Valuable Thing</b>  Discuss what you would save in a fire &amp; why.  Talk about what makes things valuable.  What does God want us to see as valuable?  Matthew 13:44-46 Parables of Hidden Treasure and Valuable Pearl  How can we discover the value of God's kingdom?</p>
<p><b>Lesson 7 Use What You've Been Given</b>  Students complete a questionnaire regarding different strengths or identify 3 strengths from a group of strength cards  Discuss: Why do you think God made people with different strengths?  What does he want us to do with our strengths?  Matthew 25:14-30 &amp; Luke 19:11-27 Parable of the Talents  Discuss meaning of the parable and how it applies to us</p>	<p><b>Lesson 10 Love Others</b>  Discuss: People we don't like &amp; why or prejudice  Luke 10:25-37 The Good Samaritan  Explain the meaning of the parable  Testimonies of people acting like the good Samaritan</p>