



What is Christian SRE?

Special Religious Education (SRE) also known as Scripture, is the time set aside in Public Schools where parents/carers can choose to have their children educated in the faith of their family and cultural background. The NSW Education Act (1990) allows for the local community to make this contribution to public education, via annually approved providers, responsible for authorising age-appropriate lessons, training and authorisation of teachers.

Christian SRE begins with the understanding that we were created by a loving God, who calls us to fullness of life. Children are encouraged to see themselves as God sees them, full of gifts and potential to be a force for immense goodness in our world. As such, Christian SRE, contributes to positive self-image, identity and resilience, forming young people in their understanding of the morals and values from the teaching of Jesus.

The Christian SRE program takes various forms in different schools and regions. In some schools individual denominations provide specific class options (E.g. Anglican, Catholic, Orthodox). In other schools Churches unite their efforts to deliver a common curriculum in combined Christian SRE classes.

Who teaches SRE?

SRE teachers are people from local Christian churches, some are paid, most are volunteers. All SRE teachers have mandatory working with children checks, as well as ongoing training in child protection and classroom management, lesson preparation and the appropriate use of authorised curriculum materials.

What is taught?

Christian SRE teachers follow an authorised curriculum enabling students to question, explore and discover more about their Christian faith by examining the Word of God, church teaching and the faith experience of others. It helps students to grasp what it means to live well, to be in relationship with God and to embrace a life of service of others.

SRE teachers are encouraged to use a variety of teaching activities including writing, craft, small groups, class discussion, songs, drama, storytelling, games and new learning technologies. Every SRE provider must have on their website a link to the outline of the authorised curriculum they use.

How do we choose SRE?

Schools regularly inform parents/carers of available SRE options and a participation letter is included in the enrolment pack. The participation letter informs parents/ carers of the SRE options available and gives parents/carers the choice of which SRE class the student may attend e.g. Anglican, Catholic or Combined Christian SRE. If a parent/carer is unsure or wants an update, they can contact the school directly.

A parent/carer can also alter their choice at any time by sending a note to the school Principal. SRE is all about choice and SRE providers fully support the right of parents/carers to choose any of the SRE options, or non-SRE options, including private supervised study or Special Education in Ethics classes where available.

Communication

On occasion and with pre-approval from the Principal, teachers may send information home about local church services, annual seasonal celebrations, access to sacramental or church programs, as part of ongoing communication with parents/carers. There are clear processes available at a school level and via SRE providers to enable parents/carers to have dialogue, to ask questions or to make a complaint if they have concerns about SRE.

Why Choose SRE?

Christian SRE helps students to 'become successful learners, confident and creative individuals, and active and informed citizens. It aids them to 'have a sense of self-worth and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing'.

“
SRE teachers are making such a significant contribution to our communities. In NSW government schools, the teaching of faith and scripture should be available for parents who want it, underpinned by the principle of parental choice. ”

**The Honourable Prue Car, MP,
NSW Deputy Premier & Minister
for Education and Early Learning**

“
SRE is a strength of our public education system, it benefits student mental health and well-being, provides safe places for students to explore faith and belief and strengthens multiculturalism. ”

**The Honourable Sarah Mitchell, MLC,
New South Wales Shadow Minister for
Education & Early Learning.**

The NSW Government published the independent SRE review findings and recommendations in 2017. These highlighted how SRE positively contributes to students' understanding of their cultural heritage, is an avenue for their spiritual care, builds tolerance in schools, promotes multiculturalism, contributes to a well-rounded education, and connects schools with their local community.

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 For regular updates about SRE,
facebook.com/christiansrensw

In Step with Jesus - Scope and Sequence

Theme	<i>In Step with Jesus</i> as described by Luke - Chapter 1 to 9... and for the Easter Lesson, Luke 23 and 24 (Excerpts)
Duration	One School Year - with 38 lessons - each of ½ hour duration for SRE Years 5 and 6 students (Upper Primary)
Scope	<p>These lessons explore the life of Jesus as recorded by Luke, a doctor who wrote an account about Jesus, as found in the Bible. This account by Luke tells of what Jesus did, what He said and what people discovered about who Jesus was. These things have made Jesus the person of greatest interest and influence in the world. Luke records these things so we would wonder and become certain Jesus is the Son of God and in Him is salvation.</p> <p>This Special Religious Education (SRE) curriculum is to provide a safe environment where students can explore issues relating to Christian faith and life, learning aspects about Jesus, the world about, living with others and understanding self in an educational setting. The delivery of lessons in classrooms is to be undertaken by trained and authorised SRE teachers.</p> <ul style="list-style-type: none"> • The curriculum has been designed for students in Years 5 and 6 who attend SRE in public schools in New South Wales. This curriculum is across one school year. It has 38 – ½ hour lessons. • Student workbooks are a 48-page Exercise Book (size 9”x7”) with ruled faint blue lines, provided by the teacher, or 48-page A4 Book (55gsm or 70gsm) with faint blue lines. The exercise book (9”x7”) is preferred, being more robust. Cost is about 50 cents per exercise book from retail stores (2023 prices.) • Contact: malbev.rankin@bigpond.com

Lesson Sequence – In Step with Jesus

Lesson	Lesson Title	Aim	Students Learning Outcomes	Bible References
1	Introduction	<ul style="list-style-type: none"> To introduce students to the class teacher and the theme, '<i>In Step with Jesus</i>', as described by Luke, a doctor. To explore the concept of <i>Introductions</i> To look at Luke's introduction of Jesus in Luke 1:1-4 To commence use of the student workbook as a tool to reinforce lessons. 	<ul style="list-style-type: none"> From this lesson students will be introduced to their teacher and introduce one another to the class and learn why Luke wrote his letter of introduction to Theophilus about Jesus. Students will begin to develop a personal workbook as a record of what is covered in each lesson. 	Luke 1:1-4
2	Angels at work	<ul style="list-style-type: none"> To look at the extraordinary events around the time of Jesus' birth. To look at the work of angels To see how Jesus got his name. 	<ul style="list-style-type: none"> Students will learn of the work of angels as described by Luke. Students will be able to describe how Jesus got his name and the special particulars around his birth working in pairs. Students begin to memorise the Lord's prayer 	Luke 1:5-38
3	Holy Spirit at work 1	<ul style="list-style-type: none"> To look at the extraordinary events around the time of Jesus' birth. To introduce the understanding – One God, Three persons – The Trinity. To look at the work of the Holy Spirit in people. 	<ul style="list-style-type: none"> Students will learn about and draw a conceptual picture of the God head – Father, Son, and Holy Spirit. Students will be able to describe how the Holy Spirit works in people. 	Luke 1:39-56
4	Holy Spirit at work 2	<ul style="list-style-type: none"> To look at the extraordinary events around the time of Jesus' birth. To introduce the nature of humans as body, soul, spirit. To look at the experience of people filled with the Holy Spirit as Luke records around the time Jesus was born. Continue to see how the Holy Spirit works in us. 	<ul style="list-style-type: none"> Students will examine the nature of humans drawing a conceptual picture of humans as body, soul, and spirit. Students will be able to describe how the Holy Spirit works as told by Luke and learn more of what that is for people today. 	Luke 1:57-80
5	At the right time and place as God purposed Jesus was born	<ul style="list-style-type: none"> To look at the extraordinary events around the time of Jesus' birth as Luke has recorded. To see God is at work in the world through Jesus' coming into the world, the time, place, and events - God's plan. 	<ul style="list-style-type: none"> Students will be able to describe the events around the birth of Jesus including the time in history when he was born in the world. For students to see God's plan for the world through Jesus. 	Luke 2:1-20

6	Naming the new-born baby	<ul style="list-style-type: none"> To look at the extraordinary events around the time of Jesus' birth. To look at the importance in naming of babies. To learn what the name Jesus means. To be introduced to the concept of sin and how it separates us from God. 	<ul style="list-style-type: none"> Students will understand the significance of names. Students will be able to describe what Jesus' name means. Students will be working together to name examples of sin in terms of: <ol style="list-style-type: none"> Missing the mark Trespassing 	Luke 2:21-52
7	The temptations Jesus experienced	<ul style="list-style-type: none"> To explore the concept of temptation. To look at the three temptations Jesus experienced. These three temptations were a trial in which Jesus has a choice of being faithful or unfaithful to God. To see the importance of God's values in making good choices especially when we face temptation. How reading the Bible is important to develop values that matter. 	<ul style="list-style-type: none"> Students will explore the matter of temptation, looking at the three temptations Jesus faced in the wilderness and know He was faithful to God's will. Students will see the place of values in dealing with temptation, to be faithful to God in how we live. Values that are set out in the Bible. Students will learn that God's values will help make good choices. 	Luke 4:1-13
8	The acceptance and rejection Jesus experienced. Includes an Easter message.	<ul style="list-style-type: none"> To see the wonderful things Jesus was doing as though we were alongside Him. To explore the concepts of acceptance and rejection and speaking truth. To look at how Jesus experienced acceptance and rejection. This was ultimately to cost His life. This time we know as Easter. To see that to speak the truth about a matter can mean rejection. (Easter: 'He was despised and rejected...') 	<ul style="list-style-type: none"> Students will describe what acceptance and rejection are and how they make you feel. Students will have worked in pairs to form a list of the things that Jesus said and did that made him accepted and the things he said and did that made him rejected. To understand the significance of Jesus' death for us, remembered at Easter. 	Luke 4:14-30
9	Easter: The crucifixion and resurrection of Jesus	<ul style="list-style-type: none"> To see the wonderful things Jesus was doing as though we were alongside Him. To explore the event of the crucifixion of Jesus (Good Friday) and its significance for us. He died for our sin. God forgives when we ask forgiveness. To look at how the resurrection of Jesus and what that means. (Easter Sunday) He conquered death and so will all who believe and follow Jesus. 	<ul style="list-style-type: none"> Students will gain a picture of the historical death and resurrection of Jesus as described by eyewitness accounts recorded by Luke. Students will have drawn a picture symbolic of the crucifixion and resurrection of Jesus. Students to consider the significance of Jesus' death and resurrection for all who believe in Him. 	Isaiah 53: 6-10 and Luke 23 and 24 (excerpts)

10	John <i>the Baptist</i>	<ul style="list-style-type: none"> To look at the extraordinary events around the time of Jesus To introduce students to the life and work of John the Baptist. To understand what it means to repent (Change your ways) To hear what John said about Jesus as Luke has recorded. 	<ul style="list-style-type: none"> Students will be introduced to John the Baptist and what he did when he grew up. Students will be able to describe what it means to repent and the meaning of baptism by water that John carried out on people. 	Luke 3:1-20 1 John 1:9 (Memory verse)
11	The family tree of Jesus	<ul style="list-style-type: none"> To reflect on family trees and history. To look at the extraordinary history of Jesus' family tree on Joseph's side of the family as recorded by Luke. To mention the creation of Adam (and Eve) was through God. The first verse in the Bible speaks of God creating all things by speaking. (i.e., His word) 	<ul style="list-style-type: none"> Students will draw a family tree relating to Jesus on Joseph's side of the family. Students will learn about some of the family members back in history. Students will continue to memorise the Lord's Prayer. 	Luke 3:21-38
12	People were amazed by Jesus	<ul style="list-style-type: none"> To see the amazing things Jesus was doing as though we were alongside Him: <ol style="list-style-type: none"> People amazed at Jesus' teaching at Capernaum. People amazed at Jesus' power to heal sickness of various kinds. To introduce what 'the good news of the kingdom of God is.' 	<ul style="list-style-type: none"> Students will compile a list of things Jesus said and did that amazed the crowds who heard Him and saw Him. Students will be able to describe what the good news of kingdom of God is. 	Luke 4:31-44
13	Fishing for people	<ul style="list-style-type: none"> To look at the amazing fishing experience of the disciples with Jesus To introduce what it means to be fishers of people for those who follow Jesus. 	<ul style="list-style-type: none"> Students will watch a video clip of this amazing fish catch from the 'Jesus Video' to learn how Jesus called his first disciples. Students will observe that Jesus asks people to follow Him to also share the good news of the kingdom of God. 	Luke 5:1-11
14	Jesus' healing power – leprosy, paralysis and forgiving sin	<ul style="list-style-type: none"> To see the remarkable things Jesus was doing as though we were alongside Him. To see the power of Jesus to heal and the power to forgive sin. For students to know God forgives sin when we own up. We experience a cleansing in heart and mind that refreshes, a clear conscience. A healing. For students to realise we too need to forgive others. 	<ul style="list-style-type: none"> Students will learn about how Jesus heals and forgives and how Jesus can heal and forgive today. A miracle maker. Students will see the importance in forgiving others. 	Luke 5:12-26

15	Jesus is calling us to follow Him	<ul style="list-style-type: none"> • To see the remarkable things Jesus was doing as though we were alongside Him: • For students to reflect on what makes for a good direction to go in life. • For students to learn what is repentance and how it makes us right with God and is a foundation to keep on having a healthy relationship with God and healthy life in heart, mind, and soul. • 	<ul style="list-style-type: none"> • Students make a list of what makes for a healthy life and what is the garbage that takes away life. • Students will be able to describe what repentance is and how it makes us right with God and is a foundation for an abundant life. 	Luke 5:27-32
16	Change is not easy	<ul style="list-style-type: none"> • To see the remarkable things Jesus was doing as though we were alongside Him: • To help students to see how change is never easy as we have habits we get into and ways of thinking that are difficult to change. • To help students see the new thing Jesus was doing. 	<ul style="list-style-type: none"> • Students will understand what habits are; participate in naming habits they have throughout the day and distinguishing between helpful and unhelpful habits. • Students will be able to describe the new way Jesus brought to the Jews, and the world, on how to know God looking at verses in John 3:16. 	Luke 5:33-39 John 3:16 (Memory Verse)
17	Doing good	<ul style="list-style-type: none"> • To see the remarkable things Jesus was doing as though we were alongside Him: • To show the compassion of Jesus for people • To learn what it is to be compassionate. • To remind ourselves that every day is a day to do good. This is true religion. 	<ul style="list-style-type: none"> • Students will explore what special days mean. • Students will enact a drama about Jesus looking to do good, out of compassion for others. The Pharisees are all about rules with no compassion. • Students will do a weekly calendar emphasising to do good every day. 	Luke 6:1-11 Exodus 20:8-11
18	Who were the Apostles?	<ul style="list-style-type: none"> • To see the remarkable things Jesus was doing as though we were alongside Him. • To see how Jesus chose twelve of his disciples to be Apostles and who they were. • To learn what an Apostle was. • 	<ul style="list-style-type: none"> • Students will learn about the Apostles, name them, and describe what they were and did. Apostles being the foundation of the church. 	Luke: 6:12-16
19	Power – Human & Divine	<ul style="list-style-type: none"> • To see the remarkable things Jesus was doing as though we were alongside Him: • To reflect on the power of humans. • To reflect on the power of Jesus and how he healed people. 	<ul style="list-style-type: none"> • Students will learn about the amazing powers humans possess. • Students will research and describe the power of Jesus in this passage and with it he blessed many. 	Luke 6:17-19

20	Blessings and Woes	<ul style="list-style-type: none"> To hear the remarkable things Jesus was telling people as though we were alongside Him. To see what Jesus names as being blessed. To see Jesus' warnings about how we live. 	<ul style="list-style-type: none"> Students will be able to describe how Jesus sets down where real blessing is and the place of riches or wealth in being God's person, to manage our wealth. 	Luke 6:20-26
21	Dealing with enemies: Love them, pray for them	<ul style="list-style-type: none"> To hear the remarkable things Jesus was telling people as though we were alongside Him. To see what an enemy is. To note the enemies Jesus had. To look at how to love your enemies, as Jesus has instructed to do. 	<ul style="list-style-type: none"> Students will be able to describe how to love enemies, to deal with those who mistreat them. 	Luke 6:27-36 Psalm 23:5
22	Dealing with pride that is quick to judge others	<ul style="list-style-type: none"> To hear the remarkable things Jesus was telling people as though we were alongside Him. To think on Jesus' teaching about not judging others To see how taking the plank out of our eye will help in caring for other people rather than condemning others. 	<ul style="list-style-type: none"> Students will discover what Jesus thought about judging others and how that helps to be slow to judge, considerate, caring, and generous in helping others. 	Luke 6:37-42
23	Be good hearted	<ul style="list-style-type: none"> To hear the remarkable things Jesus was telling people as though we were alongside Him. To think on Jesus' teaching about the source of goodness, a good heart that produces good fruit (goodness) in how we speak and what we do. To explore how to develop a good heart. 	<ul style="list-style-type: none"> Students will be able to describe what Jesus was referring to when he speaks about the heart of people and then to know the difference between a good heart and unhealthy heart by the fruit produced in your life. Students will learn how to develop and maintain a good heart. 	Luke 6:43-45
24	How to build a good life?	<ul style="list-style-type: none"> To hear the remarkable things Jesus was telling people as though we were alongside Him. To think on Jesus' teaching about building a good life, following Jesus, putting His teaching/words into practice. What does Jesus mean when he says, "People follow me, yet do not do what I say." They miss the point in building a good life. Build your life on a good foundation - rock not soil. 	<ul style="list-style-type: none"> Students will discover what a parable is and how Jesus used them to teach people. Students will learn about what is a good foundation to build your life in following Jesus. 	Luke 6:46-49
25	What is Faith?	<ul style="list-style-type: none"> To see the remarkable things Jesus was doing as though we were alongside Him. To see how Jesus healed a centurion's sick servant, who was near death. For students to learn what faith really is. 	<ul style="list-style-type: none"> Students will be able to define what faith in God is. 	Luke 7:1-10

26	The compassion of Jesus	<ul style="list-style-type: none"> To see the remarkable things Jesus was doing as though we were alongside Him. To show the compassion of Jesus. This time to a widow whose son had died. To affirm God does care and has compassion on people. 	<ul style="list-style-type: none"> Students will act out what it means to be compassionate in scenarios they create. Students will learn of the compassion of Jesus and how compassion sees him act to help as He only could. 	Luke 7:11-17
27	John <i>the Baptist</i> – A unique person	<ul style="list-style-type: none"> To see the remarkable things Jesus was doing as though we were alongside Him. To think about the uniqueness of people i.e., one of a kind. For students to learn more of John <i>the Baptist</i> and what was unique about him. He was one of a kind. What was his relationship to Jesus? To hear what Jesus said about John as Luke has recorded. 	<ul style="list-style-type: none"> Students will research what John the Baptist was like and his unique place in God’s plan. 	Luke 7:18-35
28	People matter	<ul style="list-style-type: none"> To see the remarkable things Jesus was doing as though we were alongside Him. To see what not to be like as a dinner host – Simon the Pharisee To celebrate the beautiful act of gratitude of a woman who finds a new way to live because of Jesus. People matter. The way to peace with God – forgiveness for sin and faith in God. 	<ul style="list-style-type: none"> Students explore what it means to be hospitable to others and what is not. Students to research how Jesus was treated when invited to Simon’s house. Students can describe the way to peace with God. 	Luke 7:36-50
29	Parables – The parable of the Sower	<ul style="list-style-type: none"> To see the remarkable things Jesus was doing as though we were alongside Him. To understand what a parable is and how Jesus used them in His teaching to make a point. To look at the parable of the Sower and understand the point Jesus was making. 	<ul style="list-style-type: none"> Students will be able to describe what a parable is. Students will discover the point of the parable of the Sower that Jesus shared. 	Luke 8:1-15
30	Be light to your world	<ul style="list-style-type: none"> To see the remarkable things Jesus was doing as though we were alongside Him. To reflect on Jesus’ teaching about being light to the world. How to be light: <ol style="list-style-type: none"> Consider carefully how you listen to Jesus. Hear God’s Word and put it into practice. 	<ul style="list-style-type: none"> Students come to describe how Jesus is the light of life and how we to can be lights in our world. 	Luke 8:16-21

31	Managing fear	<ul style="list-style-type: none"> To see the remarkable things Jesus was doing as though we were alongside Him. Jesus always commends faith in people. Something the disciples had to learn even in fearful situations. For students to be encouraged to walk by faith in God. 	<ul style="list-style-type: none"> Students participate in a drama to match the feelings of the disciples in a boat in a storm while Jesus sleeps. Students to realise fear can be managed and Jesus encourages trust in God. 	Luke 8:22-25
32	Bringing peace to a troubled mind	<ul style="list-style-type: none"> To see the remarkable things Jesus was doing as though we were alongside Him. To reflect on Jesus' experience with a man with a troubled mind and how he cared for the man and cured him. To see how we Jesus cares for us especially when we are anxious, wanting us to share our concerns with him. 	<ul style="list-style-type: none"> Students to describe how a troubled mind affects your daily life. Students to see how Jesus can bring peace to us, when we are anxious and life seems difficult, through prayer. 	Luke 8:26-39 Philippians 4:6,7 (How to manage anxiety)
33	Giving life to an ill woman and a dead girl aged 12.	<ul style="list-style-type: none"> To see the remarkable things Jesus was doing as though we were alongside Him. To reflect on the power of Jesus to heal and give life. 	<ul style="list-style-type: none"> Students will explore the power of Jesus to heal in life and in death, looking at two cases described by Luke the doctor. 	Luke 8:40-55
34	Adventure and the Kingdom of God	<ul style="list-style-type: none"> To see the remarkable things Jesus was doing as though we were alongside Him. To look at the adventure Jesus sent the 12 disciples on and consider the adventure Jesus could have for the students in today's world. For students to learn what is the Kingdom of God. Jesus and the 12 disciples spoke to many about the Kingdom of God as they travelled around. 	<ul style="list-style-type: none"> Students to see the adventure Jesus disciples went on and how it blessed others and helped them become part of the kingdom of God. Reflect on what adventure Jesus might ask of students. Students will be able to describe what the kingdom of God is. 	Luke 9:1-6
35	How to feed a crowd that included 5,000 men	<ul style="list-style-type: none"> To see the remarkable things Jesus was doing as though we were alongside Him. To see the creative power of Jesus, feeding a large group that included 5,000 men, with 5 loaves and 2 fish. Making the impossible possible. For students to think about the practice of giving thanks at mealtimes. It is asking God to bless the shared meal with those present, so all will be satisfied. 	<ul style="list-style-type: none"> Students recognise the power of Jesus to create in this miracle of feeding a crowd with 5000 men in it. Students encouraged to be thankful to God for the meals they enjoy. 	Luke 9:10-17

36	Who is Jesus?	<ul style="list-style-type: none"> To see the remarkable things Jesus was doing as though we were alongside Him. For students to reflect who is Jesus. Some people thought one thing, others something else as they heard him speak, and witnessed the miracles he was doing. 	<ul style="list-style-type: none"> For students to describe who Jesus is declared to be and name how they see Him, 	Luke 9:7,8,18-36
37	The greatness of God seen in Jesus	<ul style="list-style-type: none"> To see the remarkable things Jesus was doing as though we were alongside Him. To see the greatness of God in Jesus and how Jesus amazed the large crowds that followed him. To see that amid the awe people were feeling Jesus confides to his disciples that He was going to be betrayed into the hands of men. Who would have guessed? 	<ul style="list-style-type: none"> Students begin to see the greatness of God. Students to recognise that same greatness was in Jesus. 	Luke 9:37-45
38	Greatness in people Includes a Christmas message.	<ul style="list-style-type: none"> To see the remarkable things Jesus was doing as though we were alongside Him. To reflect on how Jesus saw greatness in people. To recall the significant events around the birth of Jesus reflecting His greatness. That is, the Christmas event we remember every year. <p>(Reflecting on the Christmas story as a review of what was said of Jesus around his birth tying in with this theme of 'greatness')</p>	<ul style="list-style-type: none"> For students to recognise the greatness of God in Jesus as they explore what is greatness is in people and themselves. 	Luke 9:46-50