

CHRISTIAN SRE

QUESTION. EXPLORE. DISCOVER.



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.

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.

How do we choose SRE?

Schools regularly inform parents/carers of available SRE options at enrolment, on the school website, in the school newsletter and on the Online Enrolment System. If enrolling online, parents and carers can select SRE options in Section 11 of the Online Enrolment form. A participation letter is also included in the enrolment pack. The Online Enrolment System and 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.

Special Religious Education

Enrolment for parents & carers of existing students

It's Your Choice

<https://tinyurl.com/SREoptin>

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How to join SRE in your school

1. Scan QR code or access link
2. Log in using your Service NSW account or email
3. Select 'My Updates'
4. Select 'Start a form using existing enrolment details'
5. Select student to be enrolled in SRE
6. Select a SRE option - Combined or Denominational



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For regular updates about SRE,
facebook.com/christiansrensw

GodSpace Purple 2026 Scope and Sequence

Central Theme: Questions About Life with God		
Unit 1: Questions About God and Me		Unit 2: How Is Jesus Different?
Questions Theme	Getting Started - Big Questions	Curious Character - Who Is Jesus?
Overview	This unit explores some foundational questions about God and people. Students will explore how the Bible answers these questions and reflect on their own relationship with God.	Students will consider the question 'how is Jesus different?' The stories focus on some of the extraordinary things Jesus did, including his power over nature, sickness and death, and also his power to change people's lives.
Aim	To explore questions about God and people and to discover that answers to these questions can be found in the Bible.	To consider the question 'How is Jesus different?' by exploring key stories from Jesus' life.
Unit 3: How Do People Respond to Jesus?		Unit 4: Does Jesus Understand Me?
Questions Theme	Curious Character - Who Is Jesus?	Curious Character - Who Is Jesus?
Overview	Students consider the question, 'How did people respond to Jesus?' Both Jesus' actions and his words invited a response from people he met and taught. Students will explore some responses and be invited to consider their own responses, choices and priorities.	This unit aims to extend students' understanding of who Jesus is as they consider both his deity and his humanity, beginning as a child. Students consider how they can relate to Jesus as someone who experienced everyday life and emotions.
Aim	For students to examine how different people in the Bible responded to Jesus and to make positive choices in regard to Jesus, themselves and others in light of those responses.	For students to understand the Biblical idea that although Jesus is God, he understands and can help people with life's challenges because he experienced life as a human.
Unit 5: How Can I Be a Peacemaker? (PeaceWise)		Unit 6: Daniel: What is it Like to Follow God?
Questions Theme	Examining Evidence - What's it Like to Follow God?	Examining Evidence - What's it Like to Follow God?
Overview	Unit 5 is a very different unit which has been developed through a partnership with <i>PeaceWise</i> . We all experience conflict and having biblical tools to deal with it leads to peace. Jesus lived a life filled with peace, and his followers have the hope that because Jesus paid the ultimate price we can have peace with God, and peace with each other.	In this unit, students explore the example of Daniel and his friends. In a multicultural and multi-faith society, Daniel and his friends respectfully and faithfully follow God. Students will consider how these stories are given as an example to follow.
Aim	To learn about peacemaking God's way and to be equipped with tools to be peacemakers for life.	To introduce Daniel and his friends as examples of those who remained faithful to God during difficult times.
Unit 7: Questions About Prayer		Unit 8: What Difference Does Jesus Make?
Questions Theme	Examining Evidence - What's it Like to Follow God?	Wrapping Up - Answers in a Manger
Overview	God invites us to talk with him (pray) - anywhere, anytime and about anything. This unit allows students to explore what prayer means to them and invites them to either begin talking with God or grow that practice, depending on where they are in their faith journey.	This unit looks at the difference that Jesus' coming into the world made, and the difference that he makes in the lives of Christians today. Students will explore how Jesus saves and that he has brought joy and peace to the world that can be experienced today.
Aim	To both explore and experience the concept of prayer as talking with God.	To encounter the Bible accounts of the birth of Jesus and discuss what difference it makes to life today.
<p><i>Please see below for Individual Lessons: Values, Bible references, Aim & Learning Outcomes.</i></p> <p><i>Extra Lessons: Introductory, Easter, Anzac Day, Book Week, NAIDOC Week and Peace lessons & Revision for Units 3, 4, & 6 also included.</i></p>		

Unit 1: Questions About God and Me					
Unit 1 Bible Verse: Genesis 1:1, 31					
No:	Lesson Title	Aim	Learning Outcomes	Bible References	Values
*	Extra Lesson Introductory Lesson	To introduce yourself to the students and establish boundaries and expectations to create a 'safe space' to learn about God	<p>Explorers (Foundation/Kindergarten): will be introduced to their teacher, the Bible and prayer and share what they know about God.</p> <p>Adventurers (Stage 1): will share their knowledge of God, the Bible and prayer with the class and the teacher.</p> <p>Navigators (Stage 2): will mark a line to show how much they know about God and learn what will be included in future lessons.</p> <p>Voyagers (Stage 3): will play some class games to assist group cohesion and have a chance to share what they know about God, the Bible and prayer.</p>	-	Community
1	Finding Answers: The Bible	To encourage a culture of wondering about God and looking for answers to those wonderings in the Bible.	<p>Explorers (Foundation/Kindergarten): will share some 'wonderings' about God and learn that the Bible is a place to find answers to some of those questions.</p> <p>Adventurers (Stage 1): will use a given image, music and movement to say how the Bible is like a guiding light to answer our questions about God.</p> <p>Navigators (Stage 2): will learn about the structure of the Bible and explore some Bible verses to discover what they can about God.</p> <p>Voyagers (Stage 3): will discuss helpful attitudes towards God based on two passages from the book of Job.</p>	-	Curiosity and Seeking the Truth
2	Who Is God?	To work out what the creation account tells people about who God is.	<p>Explorers (Foundation/Kindergarten): will describe God based on the story of creation in Genesis 1.</p> <p>Adventurers (Stage 1): will answer 'Who is God?' based on the creation account in Genesis 1.</p> <p>Navigators (Stage 2): will write or draw what the creation account in Genesis 1 tells people about God.</p> <p>Voyagers (Stage 3): will reflect on the question 'Who is God?' based on the creation account in Genesis 1.</p>	Genesis 1-2:4	Faith in God
3	Does God Know Me?	To help the children appreciate how much God loves people.	<p>Explorers (Foundation/Kindergarten): will act out things that God knows about them.</p> <p>Adventurers (Stage 1): will identify that God made people and list things God knows about them.</p> <p>Navigators (Stage 2): will explain that people matter to God.</p> <p>Voyagers (Stage 3): will discuss how their view of themselves and others can reflect God's view of people.</p>	Psalms 139:1-18; 23-24	Everyone Matters
<i>Unit 1, Lesson 4 – please see over page</i>					

Unit 1: Questions About God and Me					
Unit 1 Bible Verse: Genesis 1:1, 31					
No:	Lesson Title	Aim	Learning Outcomes	Bible References	Values
4	How Do I Make Good Choices?	To consider how people can make good choices in the light of what they know about God.	<p>Explorers (Foundation/Kindergarten): will identify that God loves people even when they choose not to do what God says.</p> <p>Adventurers (Stage 1): will discuss how God can help people to make good choices.</p> <p>Navigators (Stage 2): will describe some choices that can be made every day to live as a friend of God.</p> <p>Voyagers (Stage 3): will discuss freedom of choice in the light of Adam and Eve's story.</p>	Genesis 2:9; 15-17; 3:1-13, 20-24	Freedom

Unit 2: How Is Jesus Different?

Unit 2 Bible Verse: Matthew 11:28-29

No.	Lesson Title	Aim	Learning Outcomes	Bible references	Values
5	Power Over Nature	To consider how Jesus is different from other people, by engaging with the story of Jesus calming the storm.	<p>Explorers (Foundation/Kindergarten): will identify words to describe Jesus from the story.</p> <p>Adventurers (Stage 1): will reflect on their own fears and discuss Jesus' actions in helping his friends when they were afraid.</p> <p>Navigators (Stage 2): will discuss the question Jesus' disciples asked 'Who is this man?'</p> <p>Voyagers (Stage 3): will discuss how Jesus' power to calm a storm might influence people's thinking about him.</p>	Luke 8:22-25	Trust
6	Power Over Sickness	To engage with John's account of the healing at Bethzatha (Bethesda), and to consider what Jesus' actions reveal about who he is and what he is like.	<p>Explorers (Foundation/Kindergarten): will say who helps them when they are sick and describe how Jesus helped the sick man in the story.</p> <p>Adventurers (Stage 1): will discuss what they do when they need help and say how Jesus was able to help the man in the story.</p> <p>Navigators (Stage 2): will discuss how and why people today exercise power and compare it to how Jesus exercised his power.</p> <p>Voyagers (Stage 3): will examine the difference between actions and claims and discuss how Jesus' actions support his claims.</p>	John 5:1-18	Care and Compassion
7	Power Over Death	To understand that Jesus is both all-powerful and deeply compassionate.	<p>Explorers (Foundation/Kindergarten): will brainstorm things that make them happy and sad, and say what emotions the woman felt throughout the story.</p> <p>Adventurers (Stage 1): will answer the question 'What is Jesus like?'</p> <p>Navigators (Stage 2): will reflect on their own reaction to this story and how it might influence their view of Jesus.</p> <p>Voyagers (Stage 3): will discuss what the account of Jesus bringing a boy back to life might reveal about his identity.</p>	Luke 7:11-17	Hope
8	Power To Change Lives	To learn that Jesus offers friendship to everyone and that he is able to help people change for the better.	<p>Explorers (Foundation/Kindergarten): will say what Zacchaeus did to show he sorry for what he had done.</p> <p>Adventurers (Stage 1): will say how Zacchaeus changed after meeting Jesus.</p> <p>Navigators (Stage 2): will answer the question 'Can people change for the better?'</p> <p>Voyagers (Stage 3): will discuss ways of making positive changes in life and relate them to the story of Jesus and Zacchaeus.</p>	Luke 19:1-10	Doing Your Best

Easter Lesson – please see over page

Extra Lesson - Easter

The Easter Lesson may be incorporated near the Easter celebration in the calendar year. It is designed to follow either Unit 1 or 2 depending on the number of lessons in term 1.

No.	Lesson Title	Aim	Learning Outcomes	Bible references	Values
*	Easter Lesson	To explore why Christians celebrate at Easter.	<p>Explorers (Foundation/Kindergarten): will identify that the Christian celebration of Easter is about Jesus dying and coming alive again.</p> <p>Adventurers (Stage 1): will identify that Jesus' death and resurrection, at Easter, shows God's love for everyone.</p> <p>Navigators (Stage 2): will explain how Jesus' death and resurrection, that Christians celebrate at Easter, shows God's love for people.</p> <p>Voyagers (Stage 3): will investigate how the events of Easter were part of God's plan to restore humanity.</p>	Luke 24:1-6a, 9-12, 36-43	Joy

Unit 3: How Do People Respond to Jesus?

Unit 3 Bible Verse: Matthew 19:26

No.	Lesson Title	Aim	Learning Outcomes	Bible references	Values
9	Amazed by Jesus	To investigate why the woman at the well was amazed by Jesus.	<p>Explorers (Foundation/Kindergarten): will consider what they think is amazing and who in the story was amazed.</p> <p>Adventurers (Stage 1): will identify times when they have been amazed and say why the woman at the well was amazed by Jesus.</p> <p>Navigators (Stage 2): will consider how people react when something amazes them and explore how the woman at the well reacted after meeting Jesus.</p> <p>Voyagers (Stage 3): will explore why they find something amazing and discuss why the woman at the well was amazed by Jesus.</p>	John 4:3-30, 39-42	Understanding, Tolerance and Inclusion
10	Time with Jesus	To appreciate differences and to see that spending time getting to know Jesus is worthwhile.	<p>Explorers (Foundation/Kindergarten): will recall the story of Jesus' visit with Mary and Martha and the choices they made.</p> <p>Adventurers (Stage 1): will say how Mary and Martha differed in their choices.</p> <p>Navigators (Stage 2): will begin to understand that choosing to listen to Jesus' teachings is a valid choice to make.</p> <p>Voyagers (Stage 3): discuss the value of prioritising Jesus and what it looks like in their lives.</p>	Luke 10:38-42	Friendship
11	Walked Away from Jesus	To explore how God can help anyone to choose to follow Jesus.	<p>Explorers (Foundation/Kindergarten): will consider the question 'What can God do?'</p> <p>Adventurers (Stage 1): will discuss what might stop someone from doing something they think is good.</p> <p>Navigators (Stage 2): will discuss the difference it makes to have help when doing hard things.</p> <p>Voyagers (Stage 3): will consider how a person's actions reveal what is most important to them.</p>	Mark 10:17-27	Freedom
12	Humble with Jesus	To appreciate the value of humility in relationships, including relationship with Jesus.	<p>Explorers (Foundation/Kindergarten): will encounter the word 'humble' through the Bible story.</p> <p>Adventurers (Stage 1): will think of ways they can act humbly towards others.</p> <p>Navigators (Stage 2): will brainstorm the benefits of being humble.</p> <p>Voyagers (Stage 3): will discuss the importance of humility in leaders, with reference to the Roman centurion.</p>	Luke 7:1-10	Respect and Humility

Unit 3, Revision Lesson – please see over page

Unit 3: How Do People Respond to Jesus?

Unit 3 Bible Verse: Matthew 19:26

No.	Lesson Title	Aim	Learning Outcomes	Bible references	Values
U3	Revision How Do People Respond to Jesus?	To give time and space to extend the learnings of the past four lessons.	<p>Explorers (Foundation/Kindergarten): will use an emoji sheet to identify how people might respond to Jesus.</p> <p>Adventurers (Stage 1): will compare the responses of people they have learned about with people's responses to Jesus today.</p> <p>Navigators (Stage 2): will relate the responses of characters encountered in the unit to the responses of people today.</p> <p>Voyagers (Stage 3): will identify factors that determine how we might respond to people in general and relate them to how people might respond to Jesus.</p>	Mark 10:17-27, Luke 7:1-10, 10:38-42, John 4:3-30, 39-42	Freedom

Unit 4: Does Jesus Understand Me?

Unit 4 Bible Verse: John 20:29

No.	Lesson Title	Aim	Learning Outcomes	Bible references	Values
13	What was Jesus Like Growing Up?	To understand that it is good news that Jesus is both God and human. Jesus reveals God and at the same time understands human experience.	<p>Explorers (Foundation/Kindergarten): will recall that Jesus was once a child.</p> <p>Adventurers (Stage 1): will identify that Jesus was a child.</p> <p>Navigators (Stage 2): will explain how Jesus growing up in a family helps him to understand people.</p> <p>Voyagers (Stage 3): will discuss what it might mean that Jesus grew up in a family.</p>	Luke 2:41-52	Empathy
14	Did Jesus Get Angry?	To show that Jesus is rightfully angry when God and people are not treated properly. He shows how people can use rightful anger in a way that loves God and others.	<p>Explorers (Foundation/Kindergarten): will describe a right reason to feel angry using the Bible story.</p> <p>Adventurers (Stage 1): will discuss the connection between rightful anger and appropriate actions.</p> <p>Navigators (Stage 2): will debate 'Is it wrong to feel angry?'</p> <p>Voyagers (Stage 3): will identify how rightful anger can lead to stopping injustice by citing contemporary examples.</p>	Mark 11:15-18	Justice
15	Did Jesus Feel Sad or Troubled?	To help students understand that they can pray with God when they experience strong emotions.	<p>Explorers (Foundation/Kindergarten): have an opportunity to share with God how they are feeling.</p> <p>Adventurers (Stage 1): write a prayer they can use when they feel strong emotions.</p> <p>Navigators (Stage 2): identify causes of different feelings and discuss how prayer can help people cope with strong emotions.</p> <p>Voyagers (Stage 3): will discuss what different parts of the Bible teach about praying when anxious or upset.</p>	Luke 22:39-46	Resilience
16	Was Jesus Ever Let Down by His Friends?	To explore how Jesus dealt with feeling let down and rejected by his friends.	<p>Explorers (Foundation/Kindergarten): recognise that Jesus had happy and sad feelings, so he understands their feelings.</p> <p>Adventurers (Stage 1): learn that Jesus was let down and rejected by other people.</p> <p>Navigators (Stage 2): recognise that Jesus knows what it is like to feel let down and rejected by others, and so can help when people also feel this way.</p> <p>Voyagers (Stage 3): consider following Jesus' example in caring for those who feel alone.</p>	Mark 14:71, John 13:38, 18:15-18, 25-27	Resilience

Unit 4, Revision Lesson – please see over page

Unit 4: Does Jesus Understand Me?

Unit 4 Bible Verse: John 20:29

No.	Lesson Title	Aim	Learning Outcomes	Bible references	Values
U4	Revision	To give students time and space to consider how Jesus can help people to do their best, living as God wants us to live.	<p>Explorers (Foundation/Kindergarten): will revise Unit 4 and identify reasons why Jesus understands people.</p> <p>Adventurers (Stage 1): will revise Unit 4 and identify reasons why Jesus understands people.</p> <p>Navigators (Stage 2): will examine Bible verses (Hebrews 4:15-16) that say Jesus understands people and discuss how that belief can help in different situations.</p> <p>Voyagers (Stage 3): will examine Bible verses (Hebrews 4:15-16) that say Jesus understands people and discuss how that belief can help in different situations.</p>	Hebrews 4:15-16	Doing Your Best

Unit 5: How Can I Be a Peacemaker? (PeaceWise)

Unit 5 Bible Verse: Romans 12:18

No.	Lesson Title	Aim	Learning Outcomes	Bible references	Values
17	What is Conflict and How Do I Respond?	To understand that we all face conflict, but we can make the choice to respond with peace.	<p>Explorers (Foundation/Kindergarten): explore what conflict is and learn the ways they can respond.</p> <p>Adventurers (Stage 1): will understand what conflict is and identify ways they can respond.</p> <p>Navigators (Stage 2): will explore conflict and identify ways they respond to conflict situations.</p> <p>Voyagers (Stage 3): explore the meaning of conflict and peace and act out different responses to conflict.</p>	2 Corinthians 5:17-21, 1 Corinthians 10:31	Peace
18	How Do I Apologise for My Part?	To understand that people can make peace by owning up to their part in the conflict.	<p>Explorers (Foundation/Kindergarten): will be introduced to the 5A's of apology.</p> <p>Adventurers (Stage 1): will explore the way the 5A's of apology can be used to make peace.</p> <p>Navigators (Stage 2): will learn how to own their part in a conflict and use the 5A's of apology.</p> <p>Voyagers (Stage 3): will use the 5A's of apology to write an example apology.</p>	Matthew 7:3-5, James 4:1-2	Responsibility
19	How Do I Talk to the Other Person in a Conflict?	To identify peacemaking responses which can be used to respond to different conflicts.	<p>Explorers (Foundation/Kindergarten): will be introduced to three peacemaking responses: overlook, talk and get help.</p> <p>Adventurers (Stage 1): will discuss situations when it is appropriate to overlook, talk and get help.</p> <p>Navigators (Stage 2): will consider how they could use the PAWS process in conflict situations.</p> <p>Voyagers (Stage 3): will explore the peacemaking responses to conflict and practise the PAWS process.</p>	Matthew 18:15-16, Luke 6: 30-31, Philippians 2:3-4	Care and Compassion
20	How Can We Fix Our Relationship?	To help students understand the importance of forgiveness.	<p>Explorers (Foundation/Kindergarten): will learn how to forgive others.</p> <p>Adventurers (Stage 1): will learn how to forgive others.</p> <p>Navigators (Stage 2): will learn what it means to forgive someone, and how that can have an impact on our relationship.</p> <p>Voyagers (Stage 3): will learn what it means to forgive someone, and how that can have an impact on our relationship.</p>	Ephesians 4:32, Matthew 18:21-35, Mark 11:25	Forgiveness

Unit 6: Daniel: What is it Like to Follow God?

Unit 6 Bible Verse: Daniel 6:26

No.	Lesson Title	Aim	Learning Outcomes	Bible references	Values
21	Trusting God	To introduce Daniel and his friends as a model of faith and integrity.	<p>Explorers (Foundation/Kindergarten): will identify that Daniel trusted God to look after him.</p> <p>Adventurers (Stage 1): will explain how Daniel trusted God when he chose to do what God wanted.</p> <p>Navigators (Stage 2): will reflect on how people who trust God make decisions to live the way he wants.</p> <p>Voyagers (Stage 3): will discuss how faith in God impacts the things people choose to do.</p>	Daniel 1:1-21	Integrity
22	Standing Firm	To provide a model for choosing to trust and obey God, even in a difficult situation.	<p>Explorers (Foundation/Kindergarten): will identify that God can be trusted.</p> <p>Adventurers (Stage 1): will describe how three men showed courage to trust and obey God.</p> <p>Navigators (Stage 2): will discuss how God gives courage, even in difficult situations, to do what is right.</p> <p>Voyagers (Stage 3): will identify that doing what a person believes is right can be unpopular and takes courage.</p>	Daniel 3:1-30	Courage
23	Speaking The Truth	To provide a model for speaking the truth in difficult situations, knowing that God has power beyond that of any human.	<p>Explorers (Foundation/Kindergarten): will describe how God helped Daniel tell the truth in a difficult situation.</p> <p>Adventurers (Stage 1): will explain that God helped Daniel to understand the writing on the wall and tell the truth.</p> <p>Navigators (Stage 2): will explore some potential challenges in telling the truth.</p> <p>Voyagers (Stage 3): will reflect on the limits of human power.</p>	Daniel 5:1-31 (selected verses)	Honesty and Trustworthiness
24	Sticking With God	To provide a model of what it means to trust God no matter what, and begin to see that God honours faithfulness to him.	<p>Explorers (Foundation/Kindergarten): will describe how God showed his amazing power when Daniel trusted him.</p> <p>Adventurers (Stage 1): will discuss why Daniel chose to keep praying to God in difficult times.</p> <p>Navigators (Stage 2): will reflect how Daniel's faithfulness to God allowed the king to see God's power.</p> <p>Voyagers (Stage 3): will discuss how Daniel's choice to remain faithful to God impacted a kingdom.</p>	Daniel 6:1-23; 25-28	Faith in God

Unit 6, Revision Lesson – please see over page

Unit 6: Daniel: What is it Like to Follow God?

Unit 6 Bible Verse: Daniel 6:26

No.	Lesson Title	Aim	Learning Outcomes	Bible references	Values
U6	Revision Daniel's Faith	To revise stories of Daniel and his friends.	<p>Explorers (Foundation/Kindergarten): will identify something to remember about God from Daniel's story.</p> <p>Adventurers (Stage 1): will be encouraged to identify something about God that is important to them from Daniel's story.</p> <p>Navigators (Stage 2): will use visual or performing arts to create a representation of part of Daniel's story.</p> <p>Voyagers (Stage 3): will use visual or performing arts to share the significance of Daniel's story for them.</p>	Daniel 1, 3, 5, 6 (Selected verses)	Perseverance

Unit 7: Questions About Prayer

Unit 7 Bible Verse: Philippians 4:6

No.	Lesson Title	Aim	Learning Outcomes	Bible references	Values
25	Why Pray?	To begin to reflect on how students feel about prayer. They will learn what prayer is and how God is pleased to listen to people who humbly depend on him in prayer.	<p>Explorers (Foundation/Kindergarten): will say what prayer is and learn that God cares and listens, even when people don't deserve it.</p> <p>Adventurers (Stage 1): will indicate their understanding about prayer and identify a right attitude when praying.</p> <p>Navigators (Stage 2): will discuss how praying can help when a person has done the wrong thing.</p> <p>Voyagers (Stage 3): will think about why people might pray and make a paper 'prayer plane'.</p>	Luke 18:9-14	Respect and Humility
26	Praying Anywhere, Anytime	Students will identify that, like David, they are significant to God and can ask him for help anytime and he will listen.	<p>Explorers (Foundation/Kindergarten): will say what David prayed.</p> <p>Adventurers (Stage 1): will learn that people can pray anytime, anywhere.</p> <p>Navigators (Stage 2): explore how prayer can help people when they feel worried.</p> <p>Voyagers (Stage 3): will use Psalm 142 to discover how people can pray in challenging times.</p>	1 Samuel 24, Psalm 142	Faith in God
27	Does God Listen to and Answer Prayer?	To explore how Jesus encouraged people to be persistent in prayer, knowing that God wants to help and knows what's best.	<p>Explorers (Foundation/Kindergarten): will learn that God listens when we pray and will share something they could pray about.</p> <p>Adventurers (Stage 1): will begin to understand that God never tires of people talking with him and be given an opportunity to pray.</p> <p>Navigators (Stage 2): will discuss what it means to pray about everything and how God responds for people's good.</p> <p>Voyagers (Stage 3): will make a connection between what people pray about and how God answers.</p>	Luke 18:1-8	Perseverance
28	Being Thankful	To have the opportunity to express thankfulness for people, places and experiences in their lives.	<p>Explorers (Foundation/Kindergarten): will express thankfulness through participating in hands-on activities.</p> <p>Adventurers (Stage 1): will use hands-on activities to understand different ways to express thankfulness.</p> <p>Navigators (Stage 2): will complete a self-reflection activity about their experience during thankfulness activities.</p> <p>Voyagers (Stage 3): will brainstorm different ways that they could express thankfulness.</p>	Philippians 4:6-7	Thankfulness

Unit 8: What Difference Does Jesus Make?

Unit 8 Bible Verse: Romans 8:28

No.	Lesson Title	Aim	Learning Outcomes	Bible references	Values
29	Jesus Saves	To help students understand the Biblical foundations of the Christmas celebration and recognise Jesus' role in being sent by God to rescue people.	<p>Explorers (Foundation/Kindergarten): will explore the Bible account of Jesus coming on the first Christmas to be 'God with Us.'</p> <p>Adventurers (Stage 1): will discuss what it means that Jesus was sent at the first Christmas.</p> <p>Navigators (Stage 2): will recall the reasons for Jesus coming at the first Christmas, as recorded in the Bible.</p> <p>Voyagers (Stage 3): will reflect on why people need saving and how Jesus coming into the world at Christmas has made this possible.</p>	Matthew 1:18-25	Faith in God
30	Jesus Brings Joy	To understand why the coming of Jesus means joy for the world.	<p>Explorers (Foundation/Kindergarten): will identify joy in the Bible story of the birth of Jesus.</p> <p>Adventurers (Stage 1): will define joy as a deep-down feeling of happiness and peace even if things around are not good.</p> <p>Navigators (Stage 2): will learn the Christmas song <i>Joy to the World</i> and determine the meaning in the words.</p> <p>Voyagers (Stage 3): will discuss joy in the context of the Christian celebration of Christmas.</p>	Luke 2:1-20	Joy
31	Jesus Brings Hope	To learn from the story of Simeon and Anna, that through the coming of Jesus at the first Christmas, people can have hope.	<p>Explorers (Foundation/Kindergarten): discuss the way Jesus brings hope to people.</p> <p>Adventurers (Stage 1): discuss the way Jesus brings hope to people.</p> <p>Navigators (Stage 2): learn about the hope that was experienced by Simeon and Anna and discuss how this relates to the hope people have in Jesus today.</p> <p>Voyagers (Stage 3): learn about the hope that was experienced by Simeon and Anna and discuss how this relates to the hope people have in Jesus today.</p>	Luke 2:22-40	Hope

Extra Lessons – please see over page

Extra Lessons					
No.	Lesson Title	Aim	Learning Outcomes	Bible references	Values
*	Introductory Lesson	See Page 2			
*	Easter Lesson	See Page 5			
*	Peace for Every Situation	To consider the kind of peace that Jesus brings and to encounter the story of a school student who has experienced Jesus' peace in her life.	<p>Explorers (Foundation/Kindergarten): will recall how Rebekah has experienced Jesus' peace in her life.</p> <p>Adventurers (Stage 1): will recall how Rebekah has experienced Jesus' peace in her life.</p> <p>Navigators (Stage 2): will discuss situations in which Jesus' peace would make a difference.</p> <p>Voyagers (Stage 3): will discuss situations in which Jesus' peace would make a difference.</p>	John 14:27	Peace
*	ANZAC Day Lesson (From Green 2025)	To understand that both Jesus and Australian soldiers have made sacrifices for us.	<p>Explorers (Foundation/Kindergarten): will give thanks for those people who served their country in the armed forces.</p> <p>Adventurers (Stage 1): will give thanks for those people who served their country in the armed forces.</p> <p>Navigators (Stage 2): will identify ways in which Jesus, Anzacs and Australian soldiers have made sacrifices for us.</p> <p>Voyagers (Stage 3): will identify ways in which Jesus, ANZACs and Australian soldiers have made sacrifices for us.</p>	Luke 22:19; John 15:13	Thankfulness
*	NAIDOC Week Lesson (From Yellow 24)	To see that William Cooper's trust in God motivated him to act for justice for his people and for others. His work is recognised as key to the beginnings of NAIDOC celebrations.	<p>Explorers (Foundation/Kindergarten) will identify that William Cooper trusted God to make things right for Aboriginal people.</p> <p>Adventurers (Stage 1) will identify that William Cooper trusted God to make things right for Aboriginal people.</p> <p>Navigators (Stage 2) will investigate how William Cooper applied what he read in the Bible to seek justice for his people.</p> <p>Voyagers (Stage 3): will investigate how William Cooper applied what he read in the Bible to seek justice for his people.</p>	Micah 6:8	Fair Go
*	Book Week Lesson (From Green 2025)	To highlight the significance of the Bible - both a book itself and as a message about God	<p>Explorers (Foundation/Kindergarten): will discuss how they can engage with God and the Bible, even as they learn to read.</p> <p>Adventurers (Stage 1): will discuss how they can engage with God and the Bible, even as they are learning to read.</p> <p>Navigators (Stage 2): will discuss why the message of the Bible has been an inspiration to many people.</p> <p>Voyagers (Stage 3): will discuss why the message of the Bible has been an inspiration to many people.</p>	John 20:31	Curiosity and Seeking the Truth

LOWER PRIMARY SCOPE + SEQUENCE

SERIES 1

	Title	Big Idea	Aims	Verses	Values
1	Creation	God created the world and everything in it.	This lesson aims to answer the big question 'How did the world and everything in it get here?'	Genesis 1:1 and 37	Curiosity, Creativity, Faith, Wonder, Respect
2	Made in the Image of God	Created in God's own image, we've been handed the responsibility of caring for his creation.	In this lesson we discover God made humans in his own image and gave them charge over the fish in the ocean, the birds in the sky, and every animal on the earth.	Genesis 1: 26-28	Stewardship, Responsibility, Care, Respect

3	Choices	God's perfect creation is spoiled by sin.	This lesson aims to create awareness that God's perfect creation has been spoiled by the consequences of sin.	Genesis 3	Responsibility, Seeking truth
4	The Big Rescue	Jesus is the only one who can rescue people from sin.	Children will learn the sin problem cannot be fixed by the doctor, a lifesaver, the fire brigade or a church minister. It can only be fixed by God's one and only son Jesus.	John 3:16	Respect, Responsibility, Trusting God
5	Even the Wind and Waves Obey Him	Jesus proved he was God when he did amazing miracles.	This lesson introduces children to the concept that Jesus is powerful because he himself is God.	Mark 4:35	Curiosity, Wonder, Faith in Jesus
6	Jesus is Powerful	Magic tricks and illusions are very different to a miracle of God.	Help the children understand that a miracle is something only God can do. Reinforce that Jesus could do miracles because he is God.	Matthew 14:25	Authenticity, Trustworthiness
7	Jesus Gave Us Signs	What did the signs reveal about Jesus? God's power, Jesus is God.	To explore the role and importance of signs in our community. To help children understand when Jesus did miracles like feeding 5000 it was a sign to show us he is God.	John 1:18	Faith in Jesus, Authority, Character
8	Jesus: The Greatest Superhero	Jesus died, was buried and came alive again.	Our overarching aim is to present Jesus as the greatest superhero of all time because he died, was buried and came back to life again.	Romans 6:9	Faith, Trust, Hope

9	Hot Cross Buns	Easter is an important celebration on the Christian calendar.	To help children make the connection between the Hot Cross Bun and the crucifixion (and resurrection) of Jesus Christ.	1 Corinthians 15:3-4	Knowledge, Faith in God, Trust
10	I Am the Good Shepherd	The Lost Sheep was found by the Good Shepherd who did not stop looking for it.	To explain what Jesus meant when he said 'I am the good shepherd'.	John 10:14	Character, Trust, Care
11	Jesus is the Way	Jesus is the only way to God.	Reveal to children that Jesus said he is 'the way' to God.	John 14:6	Discovery, Seeking truth, Trust
12	Light for the World	Jesus is the light who makes God known to us.	In this lesson we discover three reasons Jesus said 'I am the light for the world' 1. He reveals God to us 2. Guides us in God's right way to live 3. Gives life both now and forever	John 8:12	Care, Compassion, Authority, Discovery
13	The Prodigal Son	'The Prodigal Son' is a parable Jesus told to help us understand how much God loves us.	The Bible tells us God's love is deep, wide, long and high, but is there a way to measure it? This lesson aims to find out.	Ephesians 3:19, 1 John 4:16, 1 Corinthians 13:4-7, Psalm 118:1	Compassion, Love, Responsibility, Joy
14	The Wise and Foolish Builders	Jesus said it is wise to listen to his words and put them into practice.	To explore the parable of 'The Wise and Foolish Builders' emphasising the main idea: Jesus said it's smart (wise) to obey him.	Matthew 7:24	Wisdom, Responsibility

15	Love Your Neighbour	Jesus said 'Love your Neighbour...' We can put this into action through kindness.	Jesus commands all who follow him to love their neighbours, but who exactly are they and what does it mean to love them? This lesson answers those questions through the retelling of the parable Good Samaritan and by exploring practical ways we can love our neighbour in the school setting.	Matthew 22-39	Kindness, Care, Compassion, Empathy
16	God's Crew	Anybody who follows Jesus belongs to God's crew.	In Matthew 4:19 we learn Jesus called out to four fishermen saying 'Come follow me and I will show you how to fish for people!' We'll discover who the fishermen were, why Jesus called them and what it means to 'fish for people'.	Matthew 4:19	Commitment, Participation, Community
17	Kingdom of God and Kids	God's Kingdom welcomes children.	In this lesson we discover God's Kingdom is a family people belong to rather than a destination people travel to. Anybody is welcome including children.	Matthew 19:14	Community, Inclusion, Love, Trusting Jesus
18	David: Chosen to be King	God does not look at the outward appearance of people but instead looks at what is in their hearts.	To discover why God chose David the shepherd boy to become king over his people.	1 Samuel 16:1-13	Integrity, Character
19	David and Goliath	David had the courage to face Goliath because he trusted in the power of God.	Learn about a shepherd boy named David who, with God's help, defeated a giant named Goliath.	Psalms 121:1-2	Courage, Trusting God

20	Prayer: Anytime Anywhere	Prayer is talking and listening to God.	Using the Bible as our reference point we answer questions children have about prayer.	Jeremiah 33:3, 1 John 5:14, Psalm 46:10	Participation, Communication, Faith
21	Wow, Thanks, Sorry, Please (Part 1)	We can use Wow, Thanks, Sorry and Please to help us pray	To provide a beginner's guide to prayer.	1 Thessalonians 5:16-18	Wonder, Gratitude, Participation
22	Wow, Thanks, Sorry, Please (Part 2)	We can use 'Sorry' and 'Please' to help us pray.	To provide a beginner's guide to prayer.	1 John 1:9, Timothy 2:1-2	Forgiveness, Responsibility, Accountability, Thoughtfulness
23	Praise the Lord! He is Good	Praising God is a celebration and appreciation of who God is.	When faced with big trouble King Jehoshaphat and his people chose to praise God instead of worrying. Today's lesson emphasises praise as a way of celebrating and appreciating all God has done and for what he is going to do.	Psalm 136	Trusting God, Peace
24	Do Not Worry	Look at the birds and remember if your Heavenly Father takes care of them he will take care of you too.	Encourage children to follow the advice of Jesus and look at our feathered friends. They are a reminder that we have a Heavenly Father who knows, cares and invites us to prayerfully trust him with everything.	Matthew 6:26, Philippians 4:6	Peace, Appreciation, Curiosity, Trust in Jesus
25	Daniel in the Lion's Den	Daniel trusted God knowing he was truthful, strong and reliable.	Define the concept of trust and discuss what makes something or someone trustworthy. Retell the story 'Daniel in the Lion's Den' with an emphasis on Daniel's trust in God.	Isaiah 41:10	Trusting God, Excellence

26	Gideon	God could see Gideon's true potential.	God saw Gideon's true potential, a 'mighty hero' who needed to trust that in his weakness God was strong.	Judges 6:12	Courage, Trust in God, Potential
27	Jonah and the Whale	God is loving, patient, merciful and kind.	Retell the story of Jonah as a demonstration of the lengths God will go to rescue people.	Jonah 4:2	Love, Patience, Mercy, Kindness, Trust in God
28	The Man with Leprosy	Jesus showed us that compassion is a feeling plus an action.	Jesus shows us who God is and what God is like. In this lesson we discover the compassionate heart of God the day Jesus meets the man with leprosy.	Mark 1:41	Compassion, Care
29	Zacchaeus	Jesus has the power to transform people's lives.	This lesson explores the miraculous transformation that took place in the life of Zacchaeus the day he met Jesus.	Luke 19:1-10	Transformation, Character, Observation, Responsibility
30	Christmas Cards	At Christmas we send and receive Christmas cards to celebrate the birth of Jesus.	This lesson explores the tradition of sending and receiving Christmas cards as a way of celebrating the birth of Jesus.	Luke 2:14	Participation, Hope, Peace
31	Good News: It's Christmas	Shepherds were the first to hear the Good News of Jesus' birth.	For students to appreciate that Christians celebrate the birth of Jesus Christ during the Christmas season. To learn that a choir of Angels announced the birth of Jesus to shepherds.	Luke 2:10-11	Hope, Peace, Joy

32	The Wise Men	Wise men visited Jesus bearing gifts of Gold, Frankincense and Myrrh.	We will discover the first known gifts given at Christmas were gifts of Gold, Frankincense and Myrrh given by wise men to Jesus.	Matthew 2: 1-12	Community, Peace, Generosity
33	Jesus: Born to Rescue	Jesus came to rescue people from the consequences of sin.	Today we take a brief but punchy journey from creation to the cross highlighting the significance of Christ's birth.	John 3:16	Trust in God, Insight, Reflection, Meaning