

What is Christian SRE?

Special Religious Education (SRE) also known as Scripture, is the me 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 Educa on 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’.



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 me 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.



Beginning with God

Scope and sequence

Unit 1	God and his world
Duration	4 lessons
Outcomes	See Appendix 1

Unit 2	A troubled world and God's remedy
Duration	5 lessons
Outcomes	See Appendix 2

Unit 3	Jesus is God's Son and is always with us
Duration	3 lessons
Outcomes	See Appendix 3

Unit 4	Jesus cares for people
Duration	6 lessons
Outcomes	See Appendix 4

Unit 5	Responding to Jesus and God
Duration	5 lessons
Outcomes	See Appendix 5

Unit 6	People in God's unfolding plan
Duration	12 lessons
Outcomes	See Appendix 6

Unit 7	God's plan fulfilled
Duration	5 lessons
Outcomes	See Appendix 7

Appendix 1

Aims and outcomes for *Beginning with God*—Unit 1

Lesson	Aim	Outcomes—Students will:	Bible reference
1	To introduce the students to their teacher, the Bible and God.	▪ know their teacher's name ▪ understand that they can learn about God from the Bible ▪ begin to appreciate that they can know God, and that God loves each one of us.	Psalm 57:8–10a
2	To explore what the Bible says about how God made the world and God's description of his world as good.	▪ hear from the Bible that God made the world and everything in it ▪ be able to list some of the good things God made ▪ reflect on the magnitude of God's creation.	Genesis 1:1–25
3	To help students to understand from the Bible that God made people to be his friends.	▪ state that the Bible tells us that God made people ▪ understand that God created people to be friends with him ▪ learn to see that people today can become friends with God.	Genesis 1:26—2:25
4	To help students appreciate from the Bible that God loves and cares for everything he has made.	▪ learn how the Bible explains that the good things we see, eat and have in our lives come from God ▪ think about ways in which God shows his love and care for the things he has made ▪ begin to appreciate that God's love for people is much greater than anyone can understand.	Psalm 145:3, 8b–9

Appendix 2

Aims and outcomes for *Beginning with God*—Unit 2

Lesson	Aim	Outcomes—Students will:	Bible reference
5	To help students understand from the Bible how friendship with God is spoiled by wrong choices and how God responds by making peace with people.	▪ be reminded from the Bible that Adam and Eve were created to live as God's friends ▪ understand how Adam and Eve's wrong choice spoiled their friendship with God ▪ begin to recognise that people today also do wrong, but God still works to make peace with them.	Genesis 3
6	To help students to appreciate God's reason for sending his Son, Jesus: to make peace between himself and people.	▪ recall from the Bible that Adam and Eve had to leave the Garden of Eden because they made a wrong choice and disobeyed God ▪ appreciate that God sent his Son, Jesus, to make peace with people ▪ grow in their understanding of God's love for all people and that he invites them to be his friend.	Luke 1:26–33; 2:1–20, 40, 52
7	To help students understand from the Bible that Jesus told people about God.	▪ be able to state that Jesus taught people many things about God ▪ be able to say one thing that Jesus taught about God ▪ begin to grasp what Jesus' teachings about God mean for people today.	Matthew 9:35–38; Mark 1:14–20; 4:1–2
8	To show students from the Bible that Jesus' death and resurrection was the central part of God's plan to make peace with people.	▪ learn that Jesus was welcomed into Jerusalem, then later died ▪ understand that while Jesus' death was surprising and sad for his friends, the Bible shows that it was part of God's plan to make peace with people ▪ learn that Jesus was made alive again by God.	Luke 23; John 12:12–19; 18
9	To help students understand from the Bible that God made Jesus alive again.	▪ recall the story of Jesus' death ▪ learn that God made Jesus alive again ▪ understand from the Bible that God has power over all things, including death ▪ appreciate that Jesus died so people can be friends with God, and that he is the powerful Son of God.	Luke 24:1–12

Appendix 3

Aims and outcomes for *Beginning with God*—Unit 3

Lesson	Aim	Outcomes—Students will:	Bible reference
10	To develop students' understanding from the Bible of Jesus' resurrection as real and physical.	▪ understand from the Bible that the risen Jesus was really alive ▪ recognise how Jesus met and spoke with people after he had risen ▪ begin to grasp the truth of these extraordinary events.	Luke 24:13–35
11	To help students to understand from the Bible that Jesus' friends are never alone because God, the Holy Spirit, is with them.	▪ hear from the Bible how Jesus returned to heaven and then sent his Holy Spirit to be with his people ▪ learn about what it was like for Jesus' friends to have the Holy Spirit ▪ appreciate that when people today trust Jesus, his Holy Spirit also lives with them.	Acts 1:7–11; 2:1–13
12	To help students appreciate that the Bible teaches that Jesus' friends will live with him forever.	▪ learn how God will make everything new ▪ imagine being together with God and Jesus forever with no sadness ▪ be encouraged to look forward to God's new heaven and earth.	Revelation 21:1–7, 23–27

Appendix 4

Aims and outcomes for *Beginning with God*—Unit 4

Lesson	Aim	Outcomes—Students will:	Bible reference
13	To help students develop an understanding from the Bible that Jesus is God's Son and has God's power.	▪ understand from the Bible that Jesus has God's power because he is God's Son ▪ learn how Peter became a follower of Jesus ▪ understand what it's like for Christians today to follow Jesus.	Luke 5:1–11
14	To help students appreciate from the Bible that Jesus' love for people shows us God's love.	▪ know about Jesus' visit to the synagogue and Peter's house ▪ recognise that Jesus cares about people more than anything else ▪ begin to grasp from the Bible that they are deeply loved by Jesus and God.	Mark 1:21–22, 29–31
15	To help students appreciate from the Bible that Jesus was able to help people because he is the powerful Son of God and has God's power.	▪ recall how Jesus fed a huge crowd of people ▪ understand that Jesus wanted to help people ▪ reflect on what this Bible story tells them about Jesus.	John 6:1–14
16	To help students understand that Jesus, God's Son, has the power to give life.	▪ learn how Jesus raised Lazarus from death ▪ be amazed that Jesus can give life ▪ begin to grasp that Jesus has all of God's power.	John 11:1–44
17	To help students understand how the Bible shows that Jesus cares for and values children.	▪ be able to retell the story of Jesus welcoming the children ▪ understand how much Jesus values children ▪ begin to appreciate their own worth in God's eyes.	Mark 10:13–16
18	To explore further how the Bible shows that Jesus cares for people, even those who others see as 'outcasts'.	▪ act out the story of how Jesus healed Bartimaeus of his blindness ▪ understand how the Bible shows that Jesus' love reaches out to everyone ▪ appreciate how different Jesus is to anyone else.	Mark 10:46–52

Appendix 5

Aims and outcomes for *Beginning with God*—Unit 5

Lesson	Aim	Outcomes—Students will:	Bible reference
19	To help students appreciate how the Bible shows that Jesus wants people to get to know him.	▪ compare Mary and Martha's responses to Jesus ▪ say what Jesus thought about Mary and Martha's responses ▪ discuss ways they could get to know Jesus more.	Luke 10:38–42
20	To show students from the Bible how Jesus helps people to change when they know him.	▪ understand why people did not like Zacchaeus ▪ be able to say what Zacchaeus did when he met Jesus ▪ appreciate that Jesus can change lives.	Luke 19:1–10
21	To encourage students to think more about God's love and how people can respond to it.	▪ know the story of the loving father and son who returned ▪ make the connection between God and the father in the story ▪ consider how people can respond to God's love.	Luke 15:11–24
22	To explore how and why people pray to God.	▪ learn how Jesus taught his friends to pray ▪ understand that God wants people to pray to him ▪ begin to value prayer as a response to God's love.	Luke 11:1–13
23	To help students understand from the Bible that loving God means we must love others even when it is hard to do so.	▪ participate dramatically in the story of the good Samaritan ▪ discuss ways to show love to the people they know ▪ grasp why Christians believe that if we love God, we must also love others even when it is hard to do so.	Luke 10:25–37

Appendix 6

Aims and outcomes for *Beginning with God*—Unit 6

Lesson	Aim	Outcomes—Students will:	Bible reference
24	To foster an understanding from the Bible that God promised to help his people.	▪ learn about the promises God made to Abraham ▪ recall how God promised to help his people and understand that it took time for God to fulfil his promises ▪ appreciate that God's promises are special and important.	Genesis 12–15
25	To encourage students to appreciate how the Bible shows that God keeps every promise he makes.	▪ recall the promises God made to Abraham ▪ discuss how they feel when a promise is kept or broken ▪ confidently know from the Bible that God always keeps his promises.	Genesis 17:17–22; 18; 21:1–7
26	To explore Joseph's role in God's unchanging plan.	▪ be introduced to Joseph and some of Abraham's other descendants ▪ understand Joseph's important role in saving Abraham's family ▪ begin to grasp how people like Abraham and Joseph are part of God's greater plan to make peace with people.	Genesis 37; 45
27	To help students to appreciate from the Bible that God saved baby Moses for a great purpose.	▪ hear about Moses and Abraham's descendants in Egypt ▪ understand that God saved Moses in order to save 'Israel' ▪ appreciate how the Bible shows that God is true to his plans and promises.	Exodus 2:1–10
28	To introduce students to the concept that God is good, all-powerful and in charge of the world.	▪ hear how God showed his power to Pharaoh, the Egyptians and the Israelites ▪ understand from the Bible that God is in charge of the world ▪ engage in a variety of dramatic experiences.	Exodus 2:23; 6:6–8; 7–12
29	To help students appreciate how the Bible shows that God always keeps his promise to be with those who trust him.	▪ learn from the Bible that God was with his people, the Israelites, as they travelled to the Promised Land ▪ understand from the Bible that God always keeps his promises ▪ appreciate that God is with those who trust in him.	Joshua 3
30	To learn about Hannah's great faith and God's even greater faithfulness.	▪ hear how Hannah's prayers for a son were answered by God ▪ appreciate Samuel's importance in God's greater plan to bring salvation to all people through Jesus ▪ understand that people today can trust Jesus and become God's friends.	1 Samuel 1
31	To help students grasp that God chose David as his people's king because David loved and trusted him.	▪ know that God chose David to be the future king of his people ▪ understand that David loved and trusted God ▪ appreciate that the Bible teaches that God cares about what is inside us and how we respond to him, rather than how we look.	1 Samuel 16:1–13
32	To appreciate how God prepared David to be a warrior and king.	▪ know from the Bible that God looked after David ▪ understand that God was preparing David for his future role as a warrior and king ▪ appreciate that God looks after people in different ways when they trust him.	1 Samuel 17:34–38
33	To discover God's great promise that someone from David's family would always be king.	▪ recall and retell the story of King David through song ▪ know that there would always be a king from David's family, and that one day this King would be Jesus ▪ begin to see the connection between the Old Testament stories of this unit and how they lead to Jesus.	2 Samuel 7
34	To help the students to understand that Daniel knew God was the greatest King of all.	▪ learn about the people, places and events surrounding Israel's exile to Babylon ▪ compare and contrast earthly kings with God the heavenly King ▪ appreciate that the Bible says that anyone can have God as their King.	2 Chronicles 36:11–23; Daniel 1–2; 6
35	To help students to recognise from the Bible that God wants people to remember him.	▪ re-enact the rebuilding of Jerusalem's wall and how the exiles remembered God ▪ understand that remembering God causes people to act in certain ways ▪ consider ways that people today can remember God.	Nehemiah 1–2; 8–9

Appendix 7

Aims and outcomes for *Beginning with God*—Unit 7

Lesson	Aim	Outcomes—Students will:	Bible reference
36	To help students to understand from the Bible that God promised to send his Son long before Jesus was born.	▪ be able to recall how the relationship between people and God was broken, and how the problem of sin persisted among God's people ▪ hear from the Bible how God promised to send his Son, long before Jesus was born ▪ sense God's love for people in spite of their wrongdoing.	Isaiah 9:6–7
37	To help students to reflect on Mary's joy regarding the fulfilment of God's promise.	▪ hear from the Bible how Mary's baby would be the Son promised by God ▪ sing a song based on Mary's song of praise ▪ begin to appreciate the joy that Jesus brings to Christians' lives.	Luke 1:29–33, 46–55
38	To help the students to understand that Christians celebrate Jesus' birth at Christmas because he is the child God promised who would make peace between God and people.	▪ interact with the story of Jesus' birth and the shepherds' visit ▪ understand from the Bible that Jesus was the baby God sent to make peace with God for people ▪ see why Jesus is central to Christians' celebrations at Christmas.	Luke 2:1–20
39	To help students understand how the Bible shows that baby Jesus was the one God's people had been waiting for.	▪ learn of Simeon's encounter with Jesus ▪ understand the significance of the birth of baby Jesus ▪ appreciate that the Bible teaches that God keeps his promises.	Luke 2:21–35
40	To help students to recognise from the Bible that God invites all people to make Jesus their King and to trust him.	▪ follow the journey of the wise men from the East to Bethlehem ▪ compare the responses of the wise men and King Herod to Jesus ▪ be prompted to think about different responses to Jesus.	Matthew 2:1–12

Connect A Scope and sequence

Term 1	A1: Knowing God our Creator
Unit/Topic	God is our Creator who loves us and saves us.
Duration	Term 1 (1–10 weeks)
Focus	These lessons will help students to understand how we learn about God through the Bible and how God provided a way for us to know him. Each lesson will encourage students to understand that from the beginning, God had good plans for his world and created people to rule it obediently. God holds people accountable for rejecting his ways, yet also provides the way for people to be saved from the consequences of this rejection. For all who trust in God's salvation there is the promise of a renewed relationship with God forever.
Outcomes	See Appendix 1 for Stages 1–3

Term 2	A1: Trusting God
Unit/Topic	God is faithful and worthy of our trust.
Duration	Term 2 (1–10 weeks)
Focus	These lessons will help students understand the faithfulness of God to his people as they consider the lives of various Old Testament people who were called to trust God, often in difficult circumstances. Each lesson will encourage students to appreciate the extent of God's love and mercy for all people of the earth. God deals patiently with his people and works powerfully to save those who trust in him. Remembering the faith of others can encourage the students to place their faith and trust in God.
Outcomes	See Appendix 2 for Stages 1–3

Term 3	A2: Having faith in God
Unit/Topic	Jesus teaches us to trust him by explaining why and how we should put him first in our lives.
Duration	Term 3 (1–10 weeks)
Focus	These lessons will help students to understand the importance Christians place in trusting Jesus and accepting his invitation to be in his family forever. Students will study parables told by Jesus and learn that these stories have both a literal meaning and a deeper meaning. The deeper meaning addresses how God wants each of us to put him first in our lives and trust Jesus, who died and rose again to save us from our sins. Students will also examine conversations Jesus had with various people and will learn to identify the different responses that people have to Jesus' offer of salvation. Students will end this term with Matthew, who gladly accepts Jesus' offer to follow him, and will learn that when people ask for forgiveness, God forgives them through Jesus.
Outcomes	See Appendix 3 for Stages 1–3

Term 4	A2: Trusting and following Jesus
Unit/Topic	The Holy Spirit enables followers of Jesus to live God's way and tell others the good news about Jesus.
Duration	Term 4 (1–10 weeks)
Focus	These lessons describe what it looks like to have faith in Jesus. By exploring the meaning of faith, students will better understand how Christians trust and follow. Students learn about the Holy Spirit, and how he changes lives, by examining different Christians from the New Testament. Students will discover the role that Christians have in telling other people how they can be forgiven through Jesus' death on the cross. The Christmas lessons emphasise that the birth of Jesus means that the Saviour has come to the world to bring forgiveness for sins.
Outcomes	See Appendix 4 for Stages 1–3

Appendix 1(a)

Aims and outcomes for *Connect* A1 (Term 1)—Infants (Stage 1)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
1	To help students to understand that God has given us his word so we can get to know him.	▪ how Christians believe that the Bible is God's word and that it can be trusted ▪ how the Bible teaches that God loves for us to talk to him.	▪ identify basic aspects of the Bible ▪ identify a prayer using the 'Thank you, sorry, please' model.	Psalm 103
2	To help students to understand that God, the Creator of the world, loves us.	▪ how the Bible tells us God created all things ▪ why God is able to do anything.	▪ name some of the things that God created ▪ appreciate that the Bible teaches that God has always had a plan for his creation.	Genesis 1:1–19
3	To help students to understand that God created people to live as his friends in this wonderful world.	▪ the world God made ▪ how people are a special part of God's creation.	▪ name some of the living things God made ▪ be thankful for all that God provides for us in creation.	Genesis 1:20—2:4a
4	To bring students to an appreciation and response of thanks to God for his love and for all that he provides for us in creation.	▪ David's response to God's creation in the Psalms ▪ giving thanks to God.	▪ have a thankful heart ▪ see what it looks like to say 'thank you' to God because of his love for us and for the wonderful world he has created.	Psalm 8
5	To help students to see that people decided to live their own way and spoilt their friendship with God.	▪ God's desire for people to enjoy his creation and his friendship ▪ how people chose to live their own way rather than God's way.	▪ give a basic recount of how God's good creation was spoilt ▪ recognise the plan God has to make us his friends.	Genesis 3
6	To help students to learn that, although God's people choose to live their own way, he never stops loving them.	▪ how Adam and Eve's choice spoilt their friendship with God and with each other ▪ how God works out his plan for people to become his friends again.	▪ differentiate between 'God's way' and 'our own way' ▪ identify how they can try to live God's way.	Genesis 4
7	To help students to understand that God loves his people and always planned to save them.	▪ how God keeps caring about his world and his people ▪ God's plan for his people.	▪ identify how they can live God's way ▪ appreciate that the Bible teaches that we need God's help to live his way.	Genesis 6–8
8	To help students to understand that Jesus wants us to welcome, trust and follow him as Zacchaeus did.	▪ how Zacchaeus showed he was sorry for not living God's way ▪ how Jesus loved and accepted Zacchaeus.	▪ begin to recognise that God's gift of grace is for everyone ▪ see what it looks like to trust and follow Jesus just as Zacchaeus did.	Luke 19:1–10
9	To help students to understand that Jesus freely gave his life so people could live as God's friends.	▪ the events leading to Jesus' death ▪ how Jesus saved people from their sin.	▪ understand that the Bible teaches that Jesus died for each of us ▪ appreciate that all who trust in Jesus have forgiveness for their sin.	Luke 22–23
10	To help students to understand that God raised his Son, Jesus, from the dead.	▪ the people who saw Jesus alive after he had died on the cross ▪ how Jesus came alive again so that those who trust in him can live forever.	▪ say selected Bible verses with confidence ▪ identify new things learnt this term.	Luke 24:13–53

Appendix 1(b)

Aims and outcomes for *Connect* A1 (Term 1)—Lower Primary (Stage 2)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
1	To help students to appreciate the value of reading the Bible and praying.	▪ the Bible as God's word to us ▪ the Bible as the way we can come to know more about God ▪ prayer as the way we can communicate with God.	▪ realise that we can talk to God about anything ▪ ask God to help us understand his word, the Bible.	Psalm 119:89–90, 93, 169–170
2	To help students to understand that God was pleased with the amazing world he created.	▪ the order and purpose with which God created the heavens and the earth ▪ how everything God made was good.	▪ appreciate the awesome nature of God that is revealed in his amazing creation ▪ be aware of our responsibility to care for the world God made.	Genesis 1:1–31
3	To help students to understand that God made all people to be like him.	▪ God, who loves and cares for people ▪ the special plan God has for the people he created.	▪ appreciate how special people are to God ▪ realise the responsibility people have to care for God's world.	Genesis 1:26—2:25
4	To help students to appreciate the value of praising and thanking God for all he has done.	▪ God's glory, which can be seen in his creation ▪ how David's psalms can help us to praise God.	▪ appreciate the amazing world that God has created.	Psalm 8
5	To help students to understand that the Bible teaches us that God will help us to live his way.	▪ why creation and relationships are no longer perfect ▪ how God always loved Adam and Eve.	▪ understand that people still ignore God and want to live their own way ▪ appreciate that God continues to love us.	Genesis 3
6	To help students to understand that Christians believe that God knows our hearts and wants us to love and trust him completely.	▪ the different attitudes of Cain and Abel ▪ God's complete knowledge of human thoughts and actions and his gracious love.	▪ understand that God wants his people to love him, listen to his word and obey him ▪ appreciate the importance of listening to God's word.	Genesis 4:1–9
7	To help students to understand that God always cares for people who put their trust in him.	▪ how Noah was saved because he loved and trusted God ▪ the rainbow as a sign of God's promise.	▪ recognise Noah's trust in God ▪ appreciate that the Bible teaches that God always keeps his word.	Genesis 6–9
8	To help students to understand that God sent Jesus to help people to turn back to God and live as his friends.	▪ God, who loves all sorts of people and wants them to know his love ▪ how we too can show God's love to others.	▪ appreciate that Zacchaeus was considered 'lost' because he did not live God's way ▪ realise that Jesus calls people to have faith in him and gives people a fresh start with God.	Luke 19:1–10
9	To help students to understand that Jesus willingly gave his life to make it possible for all people to be friends with God forever.	▪ the events surrounding Jesus' death ▪ Jesus' death and resurrection as God's plan to save his people.	▪ recognise the differing responses people had to Jesus ▪ understand that by trusting Jesus, people can know God and enjoy life with him forever.	Luke 22–23
10	To help students to understand that Jesus is alive today and continues to make people friends with God.	▪ the proof that Jesus had risen from the dead before he returned to heaven ▪ how God's plan for Jesus to die and rise again was explained in the Scriptures.	▪ understand that Jesus' death and resurrection makes it possible for those who trust him to be friends with God forever ▪ appreciate that Jesus cares for us and listens when we talk to him.	Luke 24

Appendix 1(c)

Aims and outcomes for *Connect* A1 (Term 1)—Upper Primary (Stage 3)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
1	To help students to understand that God wants us to know him.	▪ God's good plan for his world and his people ▪ how God has given us the Bible and prayer so we can know him personally.	▪ consider reading the Bible for themselves ▪ pray using a simple model.	2 Timothy 3:16–17; Psalm 25:4–9
2	To help students to understand that God created the heavens and the earth with order and purpose.	▪ how God is creative, powerful, caring and in control ▪ the plan God has for his world.	▪ recognise features of creation which show God's wisdom and sovereignty ▪ see what it looks like to respond with awe and gratitude.	Genesis 1:1–25
3	To help students to comprehend what it means for them to be made 'like God'.	▪ the unique nature of humans within God's creation ▪ God's plan for his people.	▪ appreciate that God has entrusted the care of his world to humans ▪ identify ways in which they can show individual responsibility in caring for God's world.	Genesis 1:26—2:4
4	To help students to see that our God is a great God and worthy of our praise.	▪ how the Psalms honour God and express human emotions ▪ what it looks like to praise God who is worthy of our praise.	▪ identify aspects of God's character that are personally meaningful ▪ discuss key points of a Bible passage.	Psalm 145
5	To help students to understand that the world is not as God intended because people have not loved and trusted him.	▪ how, when sin entered the world, things changed forever ▪ the greatness of God's love.	▪ understand that sin is any rebellion against God ▪ draw parallels between their own attitudes and those of Adam and Eve.	Genesis 3
6	To help students to appreciate that our relationships are not as God intended when he first created human beings.	▪ the Bible's explanation as to why people are capable of good and evil ▪ God's desire for people to make wise choices.	▪ recognise that all people are capable of good and evil ▪ understand that people have not trusted God and his goodness.	Genesis 4
7	To help students to appreciate that God can be trusted as both judge and rescuer of his people.	▪ God will judge evil and save his people from evil ▪ the story of Noah shows God's love for his people and his world.	▪ recognise that people choose to trust or ignore God's word ▪ appreciate that Christians believe God's good plan and promise for his people can be trusted.	Genesis 6–9
8	To help students to understand how Jesus accepts and changes anyone who trusts in him.	▪ what it means to be lost from God and why God sent Jesus ▪ how Jesus changes the lives of all who follow him.	▪ appreciate that God's message is for all people ▪ identify ways in which people's lives will be changed if they trust Jesus.	Luke 19:1–10
9	To help students to comprehend the significance of the death and resurrection of Jesus.	▪ the various responses people had to Jesus ▪ the significance of the events surrounding Jesus' death.	▪ realise that forgiveness comes through the death of Jesus ▪ appreciate that we can be reunited with God through trust in Jesus.	Luke 22–23
10	To help students to understand that the Bible teaches that Jesus is alive and that they can trust God's plan.	▪ the people who saw Jesus after he rose from the dead ▪ the things Jesus did as he appeared to his followers.	▪ appreciate that Jesus' resurrection is still meaningful today ▪ consider what it means to trust Jesus and live for him.	Luke 24:13–49

Appendix 2(a)

Aims and outcomes for *Connect* A1 (Term 2)—Infants (Stage 1)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
11	To help students to understand that God has a plan for his world and his people.	▪ the people who were part of God's plan long ago ▪ how God used people of all different ages, abilities and backgrounds.	▪ name some of the more well-known people in the Old Testament who were part of God's plan ▪ appreciate that God's plan is still being carried out today.	Genesis 12:3b
12	To help students to understand that God helps his people to do what he asks.	▪ the way God asked Gideon to trust him ▪ God's promise to help Gideon.	▪ understand that God helps 'ordinary' people to live his way ▪ appreciate that God is faithful and can be trusted.	Judges 6–7
13	To help students to understand that God protects and cares for his people.	▪ Ruth's trust in God ▪ how God kept Ruth and Naomi in his care.	▪ appreciate that during difficult times, we can trust in God ▪ recognise how God uses ordinary people to fulfil his plan.	Ruth 1–2
14	To help students to understand that God always loves and cares for his people.	▪ God's plan for Boaz to take care of Ruth and Naomi ▪ Ruth and Boaz as ancestors of Jesus.	▪ summarise the basic events of the book of Ruth ▪ appreciate that the Bible teaches that we can trust in God through good and bad times.	Ruth 3–4
15	To help students to understand that God can be trusted to care for his people in all situations.	▪ how both Elisha and the woman showed faith in God ▪ God's power to work miracles.	▪ develop an understanding of God's kindness and goodness as he cared for his people.	2 Kings 4:1–7
16	To help students to understand that the Bible teaches that God loves people and invites them to turn to him.	▪ God, who is merciful and invites all people to turn back to him ▪ how God wants people to tell others about him.	▪ develop an understanding of repentance as turning back to God.	Jonah 1–4
17	To help students to understand that God invites people to turn back to him and live his way.	▪ the Israelites, who were choosing to live their own way ▪ Isaiah the prophet, who spoke about God's faithfulness.	▪ understand that God loves his people and wants them to turn back to him ▪ appreciate that God had a plan to send a Saviour, so that all who trust in him could live as his friends.	Isaiah 55
18	To help students to understand that God uses all kinds of people to fulfil his plan.	▪ God, who is forgiving ▪ how Josiah encouraged his people to serve the one true God.	▪ recall people from the Old Testament who were part of God's rescue plan ▪ identify how people today can live God's way.	2 Kings 22—23:30
19	To help students to understand that God had a special purpose for making Esther queen.	▪ God, who is in control of his world and his people ▪ how God uses different people with different abilities to carry out his plan.	▪ understand that Esther trusted God ▪ appreciate that the Bible teaches that God is the King of all kings who always does what he promises.	Esther
20	To help students to understand that God gives gifts and talents to people to use to serve God and others.	▪ Leigh, who is a part of God's family and who helps us learn about God ▪ how it is God who gives us our talents.	▪ appreciate that God wants us to use our gifts to serve him and others ▪ be thankful for people who help us learn about God's word, the Bible.	1 Corinthians 12:7, 11
Easter Assembly	To help students to understand that the Bible teaches that God wants all people to hear the good news and to put their trust in Jesus.	▪ the resurrection story from Luke ▪ how Jesus showed great love by dying on the cross for us.	▪ understand that God wants people to respond to the good news by placing their trust in Jesus ▪ know why the message about Jesus is called the 'good news'.	Luke 23–24
Special	To help students to understand that they are loved by God.	▪ how God's word tells us that he loves everyone ▪ how Jesus welcomed children.	▪ appreciate that God wants his children to trust and love him ▪ understand that God values us so much that he sent his Son, so we can live forever with him.	Luke 18:15–17

Appendix 2(b)

Aims and outcomes for *Connect* A1 (Term 2)—Lower Primary (Stage 2)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
11	To help students to understand God's plan of salvation for his people.	▪ God's plan, which is revealed in the Old Testament ▪ ordinary people who were part of this plan.	▪ appreciate that we can learn from the lives of people from the past ▪ see what it looks like to trust in God's faithfulness.	Hebrews 11
12	To help students to understand that God wants his people to trust and obey him.	▪ how God used Gideon to save his people ▪ Gideon as a man who had faith in God.	▪ appreciate that Gideon was an ordinary person who had to learn to trust God ▪ consider what it means to trust God.	Judges 6–7
13	To help students to understand that God is always with people who love and trust him.	▪ how Naomi and Ruth faced many changes in their lives.	▪ appreciate that Naomi and Ruth trusted God ▪ know that God is at work in the lives of his people during the good and the difficult times.	Ruth 1–2
14	To help students to understand God's compassion for people in need.	▪ Boaz, who trusted and obeyed God ▪ God's faithfulness to his people.	▪ see what it looks like to trust God in the hard times, as Ruth and Naomi did ▪ identify ways they can show God's care to others as Boaz did.	Ruth 3–4
15	To help students to understand that when God's people obey him, they show faith in him.	▪ Elisha, who trusted and served God ▪ Naaman, who responded to God in faith.	▪ appreciate that God can heal because of his mighty power ▪ understand that God still wants people to trust and obey him.	2 Kings 5
16	To help students to understand that God uses ordinary people who trust and obey him.	▪ Jonah, who was reluctant to trust God ▪ how God forgives people who turn back to him in obedience and trust.	▪ understand that obeying God's word is the right way to live ▪ appreciate that God is in control of everything in his world.	Jonah
17	To help students to understand that God expects his people to trust his word.	▪ the way God spoke to his people through his prophet, Isaiah ▪ Isaiah's message, which is written in the Bible.	▪ understand that Isaiah's words to God's people are still relevant today ▪ appreciate that trusting God alters the attitudes people have and the decisions people make.	Isaiah 30, 53
18	To help students to understand that God is pleased when people trust and obey his word.	▪ King Josiah, who trusted God ▪ how Josiah encouraged his people to follow God's word.	▪ read God's word and consider its trustworthiness ▪ identify ways to live God's way.	2 Kings 22–23
19	To help students to understand that God cares for his people in every circumstance.	▪ Esther's courage in a difficult circumstance ▪ how God was faithful to his people, the Jews.	▪ appreciate that God used Esther to save his people ▪ understand that God cared for his people then and still cares for them now.	Esther
20	To help students to appreciate that God gives them skills and talents and that they can use these to serve God.	▪ the way Graham Wade used his talents to help people understand the Bible.	▪ understand that God gives everyone skills and talents ▪ appreciate that they can use their skills for God.	Proverbs 3:5–6
Easter Assembly	To help students to understand that the Bible teaches that God wants all people to hear the good news and to put their trust in Jesus.	▪ the great love Jesus showed by dying on the cross for us ▪ the importance of the resurrection.	▪ understand that God wants people to respond to the good news by placing their trust in Jesus ▪ know why the message about Jesus is called the 'good news'.	Luke 23–24
Special	To help students to understand that God created them, and he values and loves them.	▪ how important we each are to God ▪ the nature of God's love.	▪ identify healthy and unhealthy ways of viewing themselves ▪ develop a realistic and biblical understanding of themselves.	Psalm 139; 1 John 4; 1 Corinthians 13

Appendix 2(c)

Aims and outcomes for *Connect* A1 (Term 2)—Upper Primary (Stage 3)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
11	To help students to understand God's plan, revealed in the Old Testament.	▪ God's plan, revealed in the Old Testament ▪ ordinary people who were part of God's plan.	▪ appreciate that we can learn from the lives of people from the past ▪ understand what it looks like to trust that God is faithful.	Genesis 12; Exodus 19; 1 Chronicles 17; Jeremiah 29; Ezra 1–2; Hebrews 11
12	To help students to appreciate God's patience and mercy.	▪ the cycle of Israel's relationship with God ▪ the way God used Gideon to rescue Israel from the Midianites.	▪ recognise that God is powerful and loving ▪ appreciate that God is in control and works to rescue his people.	Judges 6–7
13	To help students to appreciate that God wants us to trust him, even during difficult times.	▪ how Ruth came to trust in God ▪ God's plan to provide for people in need.	▪ appreciate that life has both good times and difficult times ▪ consider how they can help people in need.	Ruth 1–2
14	To help students to understand that true faith leads to action.	▪ how Boaz faithfully obeyed God's commands ▪ God's good plan for Ruth and Naomi.	▪ recognise that God works through the lives of his people ▪ identify ways for us to support people in need.	Ruth 3–4
15	To help students to appreciate that God is powerful and saves his people.	▪ the prophet Elisha, who trusted God's power to save ▪ the unusual victory God gave to his people.	▪ appreciate that God cares for his people.	2 Kings 6
16	To help students to appreciate that God is merciful to all people and wants his people to be merciful too.	▪ how God used Jonah to turn the people of Nineveh to him ▪ the meaning and extent of God's mercy.	▪ appreciate the extent of God's mercy and love ▪ understand more about what the Bible teaches about God's power.	Jonah
17	To help students to appreciate that God is an all-powerful judge and Saviour.	▪ how God appeared to Isaiah in a vision ▪ Isaiah's message of judgement and hope.	▪ appreciate that people respond to God in different ways ▪ realise that God wants everyone to know and trust him.	Isaiah 1, 6, 39, 55, 61
18	To help students to understand that God is pleased when people trust and obey him.	▪ how King Josiah encouraged his people to serve the one true God ▪ God's patience with his people during the time of Josiah.	▪ see from the Bible what it means to be 'God's people' – to trust and love Jesus ▪ identify what it looks like to live God's way.	2 Kings 22–23
19	To help students to appreciate that it can take courage to trust God in difficult times.	▪ how Esther and Mordecai demonstrated courage in trusting God.	▪ appreciate that God cares for his people ▪ understand that God continues to work for good in his world.	Esther
20	To help students to appreciate that God gives them skills and talents that they can use to serve him.	▪ the way Simon and the group, The Backyard Bard, use their talents to help people to understand the Bible.	▪ understand that God gives everyone skills and talents ▪ appreciate that they can use their skills for God.	1 Corinthians 10:31
Easter Assembly	To help students to understand that God wants all people to hear the good news and to put their trust in Jesus.	▪ the great love Jesus showed by dying on the cross for us ▪ the importance of the resurrection.	▪ understand that the Bible tells us that God wants us to respond to the good news by placing our trust in Jesus ▪ know why the message about Jesus is called the 'good news'.	Luke 23–24
Special	To help students to understand that God created them, and he values and loves them.	▪ how important we each are to God ▪ the nature of God's love.	▪ identify healthy and unhealthy ways of viewing themselves ▪ develop a realistic and biblical understanding of themselves.	Psalm 139; 1 John 4; 1 Corinthians 13

Appendix 3(a)

Aims and outcomes for *Connect* A2 (Term 3)—Infants (Stage 1)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
1	To help students to understand how Jesus fits into God's plan to save his people.	▪ how Jesus was at the centre of God's plan to save his people.	▪ understand some of the events that showed how God worked to save his people ▪ view the Bible as the history of God's promises to his people.	Acts 7
2	To help students to understand that God wants people to listen carefully to his word, trust Jesus and follow his teaching.	▪ how people respond in different ways to God's word ▪ how the Bible teaches that trusting in Jesus and following his teaching is the best way to respond.	▪ identify ways in which we can listen to God.	Luke 8:4–15
3	To help students to understand that Christians believe that loving and trusting Jesus is more important than anything else.	▪ how Jesus sometimes used stories to explain how to become part of God's family.	▪ understand that Jesus taught people about what it means to have faith in God ▪ appreciate that the Bible teaches that God wants us to trust Jesus and live as part of his family.	Matthew 13:45–46
4	To help students to understand that acknowledging God as provider is how we respond to the privilege of living in God's family.	▪ how Jesus told this story to demonstrate how God's people should live ▪ how the rich farmer thought it was more important to be rich than to love God.	▪ understand that the Bible teaches that we should love God with all our heart, soul, strength and mind ▪ appreciate that we should thank God for the good things he has given us.	Luke 12:16–20
5	To help students to understand that all who trust Jesus are to show God's love to others.	▪ how Jesus came to tell God's people the way to live ▪ what the Bible says about how God shows us to love others.	▪ be able to state who is their neighbour ▪ identify ways they can show God's love.	Luke 10:25–37
6	To help students to understand that God invites all people to love and trust Jesus and to live as a part of his family forever.	▪ how God invites everyone to love and trust Jesus ▪ how some people continue to live their own way.	▪ state how we can come to live with God forever by becoming part of his family ▪ see that God's invitation is a personal one.	Luke 14:15–24
7	To help students to understand that God welcomes those who turn to him through Jesus.	▪ how Jesus taught people about living God's way ▪ how the Bible tells us that everyone has turned away from God but can live with him forever because of Jesus.	▪ appreciate that God lovingly invites people to turn back to him ▪ know what it means to 'turn back to God'.	Luke 15:11–32
8	To help students to understand that God has made it possible for people to live with him forever.	▪ the rich man, who loved money more than he loved God.	▪ understand that all people need to love and trust God more than anyone or anything else ▪ appreciate that those who trust in and follow Jesus live with God forever.	Luke 18:18–30
9	To help students to understand that to be great, you have to be a servant of others.	▪ how some of Jesus' followers misunderstood what it is to be great ▪ how Jesus was the perfect example of a truly great person.	▪ identify ways in which they can be helpers to others.	Mark 10:35–37, 40–45
10	To help students to understand that Jesus wants people to follow him today.	▪ Matthew, who was called by Jesus to follow him ▪ Jesus' personal invitation to follow him, which Jesus wants everyone to accept.	▪ understand that Jesus came to rescue his people and calls us to follow him ▪ reflect on what it means to be a follower of Jesus.	Matthew 9:9–13

Appendix 3(b)

Aims and outcomes for *Connect* A2 (Term 3)—Lower Primary (Stage 2)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
1	To help students to understand that Jesus is the centre of God's plan of salvation for everyone.	▪ how events in the Old Testament make promises about Jesus in the New Testament ▪ Stephen, who spoke the truth about Jesus, even though he knew there could be extreme consequences.	▪ tell others about Jesus as Saviour, even when it is difficult.	Acts 7
2	To help students to understand that Jesus wants us to hear his word and respond by trusting and following him.	▪ how Jesus used parables to teach people ▪ the choices they can make about what kind of 'soil' they want to be.	▪ consider what it looks like to respond positively to God's word.	Luke 8:4–15
3	To help students to understand the importance of the kingdom of heaven.	▪ how the kingdom of heaven is like finding and keeping precious treasure.	▪ read Jesus' teachings and think about what they mean ▪ appreciate that the Bible tells us that God wants us to trust Jesus and live as part of his family.	Matthew 13:44–46
4	To help students to understand that being part of God's family is more valuable than any material possession.	▪ the difference between being rich here on earth with possessions and money, and being rich in the sight of God.	▪ acknowledge that our earthly lives have a time limit, but life with God goes on forever ▪ see what it looks like to put Jesus first in their everyday lives.	Luke 12:16–21
5	To help students to recognise that being in God's family and trusting Jesus as Lord and Saviour leads people to positive actions.	▪ what it means to be a good neighbour ▪ the connection between faith and actions.	▪ behave in a loving way towards others.	Luke 10:25–37
6	To help students to understand the Bible says that God invites everyone to have faith in Jesus and become part of his family.	▪ how God invites all people to love and trust Jesus ▪ how some people decline this invitation.	▪ see what it looks like to respond to God's invitation in a personal way.	Luke 14:15–24
7	To help students to understand what the Bible says about the depth of God's love and forgiveness.	▪ repentance, which is turning to God and asking for forgiveness ▪ how God forgives people when they return to him.	▪ see what it looks like for someone to ask for God's forgiveness when they have strayed from him ▪ recognise what the Bible says about the extent of God's love.	Luke 15:11–32
8	To help students understand why the Bible says that God does the impossible when he forgives sins and brings people into his family to live with him forever.	▪ how the rich important man did not follow Jesus because he loved his money more than he loved Jesus ▪ how to put God first in their lives.	▪ understand that the Bible says trusting and following Jesus for all he has done is the way to be part of his family forever.	Luke 18:18–30
9	To show students that being great is not about ordering people around, but about serving others.	▪ John and James' request to be on the left and right of Jesus in his glory ▪ Jesus, who provides an example of true greatness (and therefore of true service).	▪ serve others and put others' needs ahead of their own ▪ trust Jesus the servant, who gave his life to rescue many people (Mark 10:45).	Mark 10:35–37, 40–45
10	To help students to understand that Jesus invites sinners to follow him by trusting him and becoming part of God's family.	▪ how Matthew was called as one of Jesus' followers ▪ how Matthew's life changed significantly by following Jesus.	▪ see that they too can be a follower of Christ just like Matthew was.	Matthew 9:9–13

Appendix 3(c)

Aims and outcomes for *Connect* A2 (Term 3)—Upper Primary (Stage 3)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
1	To help students to understand how the Bible fits together and to help them to see that the whole Bible is about Jesus, the king of God's kingdom.	▪ how the New Testament fits together in the big picture of the Bible ▪ Jesus: the King of God's kingdom!	▪ view the Bible as a whole and to understand how it all fits together.	Various
2	To help students to understand that many people will hear the truth about the kingdom of heaven but not everyone will follow Jesus. This is the reason why Jesus shares mystery-revealing stories (parables).	▪ the reason why Jesus told parables ▪ the Parable of the Sower and the 'mystery' within it.	▪ to look for the 'mysteries of the kingdom' within Jesus' parables ▪ to consider different responses to Jesus' parables.	Matthew 13:1–23
3	To help the students to understand that following Jesus is worth more than everything we own!	▪ the parables of the hidden treasure and the precious pearl ▪ the value of the kingdom of heaven—that it is worth more than everything they own.	▪ consider how they view the kingdom of heaven.	Matthew 13:44–46
4	To help students to understand that everything we have comes from God and we can trust him to give us everything we need. When we trust God then we can be generous to others!	▪ how God is in control of everything ▪ how God loves his people and gives them everything they need.	▪ thank God for all that he's given them ▪ trust God to give them everything they need ▪ be generous with what God has given them.	Luke 12:16–31
5	To help students to understand that those who are part of God's kingdom love everyone, even those who are different to them, because God has loved them first! This is how you can recognise those who follow Jesus.	▪ how the Samaritan man showed love to the Jewish man ▪ how Jesus wants us to show love to others because God loved us first.	▪ state how they can show God's love and kindness to others.	Luke 10:25–37; Romans 5:8
6	To help the students to understand that no-one can ever be good enough to get into the kingdom of heaven. Instead, all we need to do is accept God's invitation to follow Jesus!	▪ how God's kingdom is like a party and God has invited people to it ▪ how the Pharisees ignored God's invitation because they thought they were good enough to get into God's kingdom on their own.	▪ recognise what the Bible says about their need to be invited into God's kingdom ▪ see what it looks like to accept God's invitation to follow Jesus.	Luke 14:15–24; Romans 3:23
7	To help students to understand that Jesus came to forgive sinners and call them to repent. Christians believe that everyone needs to repent, accept God's forgiveness and become his child.	▪ how people have rejected God and are in great need of his forgiveness ▪ God's great love for them in sending Jesus to die on the cross.	▪ recognise why people need God's forgiveness ▪ consider what it looks like to repent, accept God's forgiveness and become God's child.	Luke 15:11–32
8	To help students to understand that the Bible explains that no-one is good enough to get into heaven on their own. Everyone is sinful and all people need to follow Jesus!	▪ how the important man thought he was good enough to get into heaven ▪ how the important man loved his money more than he loved God.	▪ identify what people might trust in and love more than God ▪ understand what the Bible says about people's need to follow Jesus so they can go to heaven.	Various
9	To help the students to understand that greatness in God's kingdom comes from serving others, not from having other people serve us. We are to be like Jesus, who served us to the point of giving up his life for us!	▪ James and John and their request for greatness in God's kingdom ▪ true greatness in the kingdom of heaven.	▪ recognise true greatness as service of others.	Mark 10:35–37, 41–45
10	To help students to understand that the Bible says that all people sin and need to be forgiven by God through Jesus.	▪ how Matthew recognised his need for forgiveness and followed Jesus ▪ how Jesus forgives sins.	▪ recognise what the Bible says about all people's need for forgiveness ▪ see that Matthew is an example of someone who trusted Jesus.	Matthew 9:9–13

Appendix 4(a)

Aims and outcomes for *Connect* A2 (Term 4)—Infants (Stage 1)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
11	To help students to understand what it means to trust and follow Jesus.	▪ Peter, who discovered real faith ▪ how the Holy Spirit can change lives.	▪ grasp the meaning of 'faith'.	Matthew 14:22–33; 16:13–17, 26; John 21; Acts 2–5
12	To help students to understand that God helps his people to tell others the good news about Jesus.	▪ how God helped Philip to tell the Ethiopian about Jesus.	▪ appreciate the need for people to hear about Jesus ▪ understand that the appropriate response to hearing God's word is to trust Jesus.	Acts 6:1–7; 8:26–40
13	To help students to understand that people can change as a result of knowing and trusting Jesus.	▪ Paul's reasons for putting Christians in prison ▪ people who followed Jesus and told others about him.	▪ describe how Paul was before and after he met Jesus ▪ begin to understand how the Holy Spirit can change people.	Acts 9:1–31; 13:1–3, 46–47
14	To help students to understand that God uses people to encourage others to have faith in Jesus.	▪ Paul and Barnabas and their enthusiasm for telling others about Jesus ▪ people of faith who followed Jesus.	▪ identify people who are encouragers to them.	Acts 14:8–20
15	To help students to understand that God's plan is for the good news of Jesus to be heard by all people.	▪ Paul, who continued to tell others about Jesus ▪ Lydia, who came to love and follow Jesus.	▪ appreciate that the Bible says that God wants all people to follow Jesus ▪ understand the role that Christian people have in telling others the good news about Jesus.	Acts 16:11–15
16	To help students to understand that God has promised to be with us.	▪ Priscilla and Aquila, who had faith in Jesus ▪ Paul, who was given courage by God.	▪ see what it looks like to trust God and know that he has promised to be with us ▪ understand why Christians tell others about Jesus.	Acts 18; Romans 16:3–4
17	To help students to understand that God gives his Holy Spirit to those who trust and follow Jesus.	▪ Timothy, who worked with Paul to establish the early church ▪ how Timothy had fears and shortcomings just like us.	▪ understand that the good news about Jesus is for them ▪ see that God uses all sorts of people in his plan.	Acts 16; 1 & 2 Timothy; Philippians 2:19–24
18	To help students to understand that God wants us to forgive others as he forgave us.	▪ how God forgives everyone who trusts in Jesus ▪ the different roles people may have, even though God loves everyone equally.	▪ grasp how Paul's letters to individuals have relevance, even today ▪ show Jesus' love and forgiveness to others.	Philemon
19	To help students to see how the birth of Jesus was good news for God's creation.	▪ the Christmas story from Luke's perspective ▪ how the birth of Christ is good news for everyone.	▪ see the recount of the birth of Jesus with new eyes and understanding ▪ understand that Jesus, born as a baby, grew into a man whom many followed.	Luke 2
20	For students to realise that when Jesus' followers tell others about him, many more people become his followers.	▪ the story of Thomas Charles and Mary Jones ▪ the work of The Bible Society.	▪ empathise with children who have no access to Bibles in their own language ▪ realise why Christians become involved in telling others about Jesus.	Various
Christmas Assembly	To help students to understand that Jesus came to make it possible for people to live in God's family.	▪ some basic facts in the Christmas story ▪ how the true message of Christmas is the good news about Jesus.	▪ know that the Bible is where we find out about Jesus ▪ understand that God sent Jesus to save his people.	Matthew 1:18–20; Luke 1:26–33; 2:8–16
Special	To provide a Christian framework for students who are dealing with grief.	▪ how feeling sad and grieving is normal and natural ▪ how it's alright to cry.	▪ feel comfortable with sharing experiences of loss and grief ▪ begin to understand and manage their grief.	Various

Appendix 4(b)

Aims and outcomes for *Connect* A2 (Term 4)—Lower Primary (Stage 2)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
11	To give students some glimpses into the life of Peter as he came to love and trust Jesus.	▪ the change in Peter as he came to understand why Jesus died on the cross and then came back to life ▪ how nothing can get in the way of God's purposes.	▪ appreciate that the message of Jesus is still being told to others today by those who trust in God.	Matthew 14:22–34; Acts 2–5
12	To help students to understand that when Christians tell others about Jesus, they sometimes want to respond in faith and become part of God's family too.	▪ the faith of both Philip and the Ethiopian ▪ baptism as a sign of faith and not as some magical water that saves.	▪ understand that the Bible says people become part of God's family by trusting Jesus ▪ be challenged to think about what it means to follow Jesus today.	Acts 6:1–7; 8:26–40
13	To show students Saul's transformation to Paul and encourage students to be transformed by God also.	▪ how Paul became a Christian ▪ God's forgiveness of Paul and how he can forgive us too.	▪ see what it looks like to ask for God's forgiveness ▪ appreciate God's transforming grace.	Acts 9:1–31; 13:1–3, 47
14	To describe to students a specific example of encouragement in Barnabas from the Bible.	▪ Barnabas as a follower of Jesus ▪ Barnabas' partnership with others in telling people the good news about Jesus and the salvation he brings.	▪ appreciate the value of encouragement.	Acts 9:26–27; 11:24–26
15	To help students to understand that God works in people's lives so that they are able to accept his offer of forgiveness when they hear the good news about Jesus.	▪ how Lydia and her household heard the good news about Jesus from Paul ▪ how Lydia made a decision to follow Jesus.	▪ follow Lydia's example as she showed her faith in Jesus by her actions.	Acts 16
16	To help students to understand that it is God's plan that followers of Jesus work together to do God's work.	▪ how Priscilla and Aquila travelled with Paul and told people about Jesus ▪ church, where followers of Jesus encourage each other, talk about God, pray and sing together.	▪ appreciate that, if they follow Jesus, they are part of God's plan to do his work.	Acts 18; Romans 16:3, 5
17	To help students to understand that God's Spirit gives us strength to serve Jesus and to serve others.	▪ the character of Timothy ▪ God's work in Timothy's life, which enabled him to serve powerfully.	▪ focus on obeying Jesus with God's strength.	Acts 16; 1 & 2 Timothy
18	To help students to understand that followers of Jesus forgive others, just as God has forgiven us in Jesus.	▪ why Paul asked Philemon to forgive Onesimus ▪ what forgiveness looks like in action.	▪ connect trust in Jesus with the action of forgiveness.	Philemon
19	To help students to understand why the birth of Jesus brings great joy.	▪ the meaning of the angel's message about the birth of a Saviour, of Christ the Lord ▪ the shepherds' response to the angel's message about the birth of Jesus.	▪ thank God for Jesus, who brings forgiveness and life forever with God.	Luke 2
20	To show students one example of a follower of Jesus who is passionate about telling children the good news about Jesus.	▪ Matt's passion for using puppets to tell children the good news about Jesus ▪ the connection between faith in Jesus and being saved.	▪ appreciate that followers of Jesus want to talk about him, and that sometimes they have to make difficult decisions. However they continue to trust God, who provides ▪ understand that there are different ways to talk about Jesus from the Bible.	Acts 16:30–31

Christmas Assembly	To help students to understand that we celebrate the birth of Jesus because he is the Son of God, and the world's Saviour.	▪ what the Bible says about the true reason for Christmas celebrations ▪ how Jesus, our Lord and Saviour, came into the world.		Luke 1 & 2
Special	To provide a Christian framework for students who are dealing with grief, loss and death.	▪ understanding and managing grief.	▪ feel comfortable to share experiences of loss and grief.	Various

Appendix 4(c)

Aims and outcomes for *Connect* A2 (Term 4)—Upper Primary (Stage 3)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
11	To help students to understand that Jesus is the only way to be saved and that God used ordinary people to spread the gospel starting in Jerusalem.	▪ Jesus' mission for the world ▪ how God used Peter to boldly preach the gospel, even though he was an ordinary man.	▪ understand that Christians believe that Jesus is the only way that they can be saved and go to heaven ▪ recognise that not everyone will want to hear about Jesus.	Acts 4
12	To help students to understand that God used persecution of the church to spread the gospel.	▪ God's plan to take the good news about Jesus into Judea and Samaria ▪ how the Ethiopian official trusted in Jesus after Philip explained the gospel to him.	▪ understand that God wants his people to talk about Jesus wherever they are.	Acts 8:26–40
13	To help students to understand that God forgives everyone who repents through Jesus.	▪ how Saul became a Christian ▪ how God chose Saul to take the gospel to the Gentiles.	▪ recognise that there is no-one who is beyond God's forgiveness ▪ see what it looks like for people to speak about Jesus with people they meet.	Acts 9
14	To help students to understand that God used Paul and Barnabas to tell people the gospel throughout Galatia.	▪ Paul's first missionary journey with Barnabas ▪ the churches that were planted in Galatia.	▪ see how Christians can have confidence when talking about Jesus, with God's help, wherever they go.	Acts 9–15
15	To help students to understand that Lydia became a Christian as a result of hearing Paul's message about Jesus, and is a great example of Christian generosity.	▪ Paul's mission to take the gospel to Macedonia ▪ Lydia's conversion and her generosity to Paul and his team.	▪ understand that when Christians are generous, others hear about Jesus ▪ appreciate that using time wisely also demonstrates generosity.	Acts 16:6–15; Philippians 4:14–19
16	To help students to understand that God used Priscilla and Aquila to equip and train Apollos for his ministry.	▪ how God used Priscilla and Aquila to teach and strengthen Apollos for his ministry ▪ how Apollos took what he learnt to preach the gospel more effectively.	▪ listen to others who are teaching them about Jesus ▪ acknowledge that Christians have an important role in helping others understand the gospel of Jesus.	Acts 18
17	To help students to understand that Paul continued to tell others about Jesus, even while he was in prison, and that God used Paul to help reconcile Philemon and Onesimus.	▪ Paul's journey to Rome and his imprisonment there ▪ Paul's letter to Philemon.	▪ understand that God wants us to restore relationships with others ▪ forgive and say 'sorry' when they need to.	Philemon
18	To help students to understand that Timothy continued Paul's ministry to the Gentiles and that Christians today have a role in continuing to tell others the good news about Jesus.	▪ how Paul passed on his ministry to Timothy.	▪ understand that God's mission is not yet complete ▪ recognise that the Bible teaches that everyone can have a part in the King's great mission!	Various
19	To help students to understand that we can't please a perfectly holy God by trying to be good. Instead we trust Jesus, our Saviour, for forgiveness of our sins.	▪ what the angels said to the shepherds about baby Jesus ▪ the definition of faith as trusting, loving and following Jesus our Saviour.	▪ thank God for giving us his Son so we can live with him forever.	Various
20	To help students to understand how the Year 13 Gap Year program trains followers of Jesus in godliness.	▪ the importance of the Bible in living their lives for God ▪ the value of meeting with other Christians who trust and follow Jesus as Lord and Saviour.	▪ understand why Christians think it is important to talk about Jesus.	Various

Christmas Assembly	To help students to understand that the birth of Jesus is good news for everyone! He was born to save us from our sin!	▪ the true reason for Christmas celebrations ▪ how Jesus Christ, our Lord and Saviour, came into the world to save us.		Luke 2
Special	To provide a Christian framework for students who are dealing with grief.	▪ understanding and managing grief.	▪ feel comfortable sharing experiences of loss and grief.	Various

Connect B Scope and sequence

Term 1	Who is Jesus?
Unit/Topic	Jesus is God's powerful Son who fulfils God's promises.
Duration	Term 1 (1–10 weeks)
Focus	These lessons will help students discover who Jesus is from the Gospel of Luke. Students will continually be seeking to answer the question, 'Who is Jesus?' Beginning with Jesus' birth and boyhood, students will focus on specific events in Jesus' life which show God's power. Jesus has demonstrated that he has power over nature, power to forgive and heal, and power over death—in fact, he has defeated death and sin. Ultimately students will discover that the Bible teaches that Jesus is the powerful Son of God and is the fulfilment of God's promises in the Old Testament. Christians believe that Jesus came to earth to die for people's sins so that his followers can be forgiven and live forever with God.
Outcomes	See Appendix 1 for Stages 1–3

Term 2	God's big promises
Unit/Topic	God's promises to Abraham point to Jesus.
Duration	Term 2 (1–10 weeks)
Focus	Students will learn about people in the Old Testament who received promises from God, starting with Abraham. The study of Abraham, and God's promises to him, enables students to become familiar with biblical theology concepts. These concepts help them to come to an understanding of how the whole Bible fits together and how all God's promises are ultimately fulfilled in Jesus. Students will identify God's big promises to Abraham and appreciate that God's promises can be trusted. Students will discover that God's promises to Abraham are not solely for Abraham, or Israel, or even people in New Testament times, but for all who trust and follow Jesus. Those who are followers of Jesus are also children of Abraham and therefore children of the promise. The Bible teaches that Jesus has fulfilled God's promises and this term's lessons will help students to realise what it looks like for people to trust in God's promises today.
Outcomes	See Appendix 2 for Stages 1–3

Term 3	God keeps his promises
Unit/Topic	Jesus is the fulfilment of all God's promises in the Old Testament.
Duration	Term 3 (1–10 weeks)
Focus	Students will continue to learn about people in the Old Testament who were recipients of God's promises. Students will recall God's big promises to Abraham and recognise which promises had been fulfilled up to this point in the Old Testament. Students will learn about Moses and how God used him to keep his promises to Israel. Moses was a reluctant leader but, together with Aaron, he rescued God's people and led Israel toward God's Promised Land. Students will discover the events that transpired during this period of time, particularly the faithlessness of Israel and the faithfulness of God, and they will meet faithful Joshua, who led Israel into Jericho. Students will continue to develop their understanding that God is trustworthy and his promises are for all who trust and follow Jesus as their Lord and Saviour. Specific lessons in this unit focus on how Old Testament events point to Jesus, who is the author and perfecter of Christian faith, and the fulfilment of all God's promises.
Outcomes	See Appendix 3 for Stages 1–3

Term 4	God's promise for the world
Unit/Topic	God keeps his promises and blesses the whole world through the gospel of Jesus.
Duration	Term 4 (1–10 weeks)
Focus	Students will learn that God is faithful and ultimately fulfils his promises to Abraham in Jesus. Students will develop their understanding of the gospel by reading through specific sections of the book of Romans. Students will discover that the Bible says that all people are sinful. Jesus died on the cross and rose again to bring forgiveness and as a result, his followers, who love and trust him, will live with God in heaven forever. Students will also investigate the difference between earning God's acceptance (which cannot be done) and accepting God's offer of salvation as a gift.
Outcomes	See Appendix 4 for Stages 1–3

Appendix 1(a)

Aims and outcomes for *Connect* B1 (Term 1)—Infants (Stage 1)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
1	To help students to understand that the Bible teaches that Jesus is the promised Saviour King, the Messiah.	▪ God's promise to Zechariah and Elizabeth ▪ God's promise to Mary and how it fulfilled Old Testament prophecies.	▪ see what it looks like for God to keep his promises ▪ understand that the Bible teaches that nothing is impossible with God.	Luke 1—2:38
2	To help students to understand that the Bible teaches that Jesus was both human and God's powerful Son.	▪ how Jesus grew from a baby to an adult, just like they will ▪ how Jesus loved to learn about his Father from the Scriptures.	▪ understand that Jesus was taught about God by others and grew in wisdom ▪ discover more about Jesus from people who teach us from the Bible.	Luke 2:39–52
3	To help students understand that the Bible teaches that Jesus was God's chosen King who came to save his people.	▪ how Jesus fulfilled God's promises in the Old Testament about the ministry of the Messiah.	▪ appreciate that the Bible says that people need to put their trust in Jesus as the King in order to live as God's friends ▪ see what it looks like for someone to consider where they might stand with God.	Luke 4:14–30
4	To help students to understand that Jesus' demonstration of God's power resulted in some people following him.	▪ Jesus and the fishermen ▪ how Jesus still calls people to follow him.	▪ appreciate that Simon Peter began to understand that Jesus was the Son of God ▪ develop an understanding of what Jesus meant when he told Simon Peter that he would bring in people instead of fish.	Luke 5:1–11
5	To help students to understand that Jesus demonstrated that he is God's Son through his power to forgive and heal.	▪ people who were interested in what Jesus said and did ▪ how Jesus knew that the man needed more than physical healing.	▪ explore some of the emotions of people in a Bible story ▪ begin to develop a basic understanding of the meaning of forgiveness.	Luke 5:17–26
6	To help students recognise that the Bible shows that Jesus, God's Son, demonstrated his power over nature.	▪ how Jesus was able to calm a storm ▪ how this event helped the disciples to see that Jesus had God's power.	▪ recognise that this was an amazing demonstration of God's power ▪ explain why Jesus was able to stop the storm.	Luke 8:22–25
7	To help students to understand that the Bible shows that Jesus has God's power and authority.	▪ two occasions where Jesus brought dead people back to life ▪ how Jesus could only do this because he is God's Son.	▪ appreciate that the Bible shows how Jesus' power over death is proof that he is God's Son ▪ understand that Jesus wants people to trust him just as the people in this lesson did.	Luke 7:11–17; 8:40–56
8	To help students to understand that Jesus knew that he had to go through some difficult experiences so that people could be friends with God.	▪ how the Bible tells us that Jesus knew he would be hurt and die.	▪ understand that the Bible says Jesus was able to perform miracles because he had God's power ▪ see why the Bible indicates that Jesus was no ordinary king.	Luke 9:18–22, 44b–45, 51
9	To help students to understand that Jesus chose to be obedient to God's plan for him.	▪ the events in the garden of Gethsemane ▪ how the Bible says that Jesus willingly died for people.	▪ understand that Jesus died because he loves us ▪ appreciate that the Bible explains that all who trust in Jesus have forgiveness for their sins.	Luke 22:39–53
10	To help students understand what the Bible says about how Jesus was able to overcome death because he is God's powerful Son.	▪ the events surrounding Jesus' resurrection and ascension ▪ the Bible's description of how Jesus defeated death with God's power.	▪ recognise the Bible's teaching that Jesus' resurrection makes it possible for people to be friends with God and have eternal life ▪ see that Christians believe that Jesus' resurrection is one of many signs that demonstrate he is God's Son.	Luke 24; 1 Corinthians 15

Appendix 1(b)

Aims and outcomes for *Connect* B1 (Term 1)—Lower Primary (Stage 2)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
1	To introduce the teacher to the class, as well as introduce students to Jesus, the baby who grew up to be a man who died on the cross for people's sins.	▪ the context surrounding Jesus' and John's births ▪ what Simeon said about Jesus saving his people.	▪ ask the question, 'Who is Jesus?' ▪ read the Bible in order to discover more about Jesus.	Luke 1—2:38
2	To show students that Jesus recognised that he was God's Son, even as a child.	▪ Jesus, as he grew from a child into a man ▪ how Jesus demonstrated wisdom and knowledge when speaking to the teachers in the temple.	▪ recognise that God is Jesus' heavenly Father ▪ begin to understand why Christians call God their heavenly Father too.	Luke 2:39–52
3	To help students to understand that Jesus fulfils promises from the Old Testament. He came to rescue people from their sins.	▪ what the Old Testament says about the one God would send ▪ the events in the synagogue after Jesus read from the book of Isaiah the prophet.	▪ recognise what the Bible says about Jesus being the fulfilment of God's promises ▪ see what it looks like to personally trust God's promises.	Luke 4:14–30
4	To help students understand that the Bible explains that when people encounter Jesus, they are made aware of their sinfulness and this enables them to repent and come into a relationship with God.	▪ what happened when Jesus told Peter to row the boat out to the deep water and let down the nets ▪ Simon Peter's confession of being a sinner, and what this means.	▪ know what it means to recognise that Jesus performed miracles only God could do ▪ see what it looks like to trust and follow Jesus in the same way Peter did.	Luke 5:1–11
5	To show students that the Bible teaches that Jesus has God's power to heal and forgive sinful people.	▪ the Pharisees and the experts in the Law of Moses ▪ how Jesus healed a man who was crippled.	▪ understand that God gave Jesus power to heal ▪ recognise that Jesus is able to forgive sins because he is God.	Luke 5:17–26
6	To show students the Bible's account of how God gave Jesus power so that he could control the weather.	▪ Jesus' power over nature.	▪ see evidence in the Bible of God's control of the weather ▪ recognise how the Bible shows that Jesus demonstrated God's power over the wind and the waves.	Luke 8:22–25
7	To help students see how the Bible shows that Jesus has power over death and disease.	▪ how Jesus healed the bleeding woman and raised the dead girl to life ▪ the woman's and Jairus' faith in Jesus.	▪ know what it looks like for people to have faith in Jesus now ▪ understand why Christians are thankful for the gift of eternal life.	Luke 8:40–56
8	To show students how the Bible tells that Jesus has God's power to know the future.	▪ how the Bible describes Jesus fulfilling God's promises ▪ what Jesus said would happen to him when he arrived in Jerusalem.	▪ define the word 'Messiah' ▪ know what it looks like to be thankful for Jesus' sacrifice on the cross to save people from the consequences of sin.	Luke 9:18–22, 44b–45, 51
9	To help students to understand the Bible shows us that Jesus chose to go to the cross for sinful people and that this shows that he has power over life and death.	▪ Jesus' prayer on the Mount of Olives ▪ Jesus' arrest and how he healed the servant of the high priest.	▪ understand what it means for God's will to be done ▪ recognise Jesus' power to choose to die to rescue people from their sins.	Luke 22:39–53
10	To help students to understand that the Bible says that Jesus chose to go to the cross for sinful people and that he rose from the dead.	▪ the events surrounding Jesus' resurrection ▪ what it means for Jesus' followers to rise from the dead.	▪ understand that Jesus' death and resurrection secures eternal life for those who trust and follow him.	Luke 24; 1 Corinthians 15

Appendix 1(c)

Aims and outcomes for *Connect* B1 (Term 1)—Upper Primary (Stage 3)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
1	To help students to understand the unique circumstances surrounding the births of John and Jesus, and distinguish their different and important roles in God's plan.	▪ the unusual births of John the Baptist and Jesus ▪ the future roles that John and Jesus were born to play.	▪ recognise there is something unique about Jesus ▪ look forward to learning about Jesus this term.	Luke 1—2:38
2	To help students to understand from the Bible that John prepared the way for Jesus' arrival by preaching repentance for the forgiveness of sins.	▪ how John the Baptist prepared people for Jesus' arrival ▪ what John meant by telling people to repent, that is, to turn back to God.	▪ understand that true repentance is shown in actions ▪ consider what being 'fruitful' looks like.	Luke 3:1—4:13
3	To help students to understand how the Bible shows that Jesus is the one God promised to send to his people and that while some accept him, others reject him.	▪ Jesus' teaching in the synagogue in Nazareth ▪ the rejection of Jesus by the people of Nazareth.	▪ reflect on the two possible responses to Jesus—rejection or acceptance ▪ consider carefully who Jesus claims to be.	Luke 4:14–30
4	To help students to understand what the Bible says about humanity's sinfulness and the perfection of Jesus.	▪ the miraculous catch of fish ▪ God's perfection.	▪ recognise that Jesus had God's power over creation ▪ realise that no-one is perfect except God.	Luke 5:1–11
5	To help students to understand that the Bible explains how Jesus has the authority to forgive sins.	▪ how Jesus healed a crippled man ▪ how the Bible shows that Jesus has the authority to forgive sins.	▪ identify that the Bible emphasises that Jesus is God.	Luke 5:17–26
6	To help students to understand from the Bible how powerful Jesus is—that he can calm the wildest storms.	▪ how Jesus calmed a storm ▪ how Jesus' disciples responded to him.	▪ recognise from the Bible how powerful Jesus is ▪ begin to see that the Bible describes Jesus as God.	Luke 8:22–25
7	To help students to develop their understanding of what faith in Jesus looks like.	▪ how Jesus healed a sick woman ▪ how Jesus raised a dead girl to life.	▪ acknowledge that faith involves both believing and acting on that belief ▪ understand that anyone can put their faith in Jesus.	Luke 8:40–56
8	To help students to understand that the Bible says that Jesus' miracles point to who he is and what he came to do—die and rise again to save people from their sin!	▪ how Peter recognised that Jesus was God's promised King ▪ how Jesus had to suffer, die and rise again because he is the Messiah.	▪ acknowledge that Jesus' miracles point to who he is and what he came to do ▪ recognise that the Bible says that Jesus came to die on the cross and rose again to save people from their sin.	Luke 9:18–22, 44b–45, 51
9	To help students to understand that the Bible explains that Jesus chose to die on the cross and rise again because he loves us.	▪ Jesus' prayer in the Garden of Gethsemane ▪ Jesus' betrayal by Judas and subsequent arrest.	▪ understand that Jesus didn't have to die on the cross but chose to, so that people's sins can be forgiven ▪ recognise that the Bible says that Jesus died in the place of sinners.	Luke 22:39–53
10	To help students to understand from the Bible that death could not hold Jesus down; Jesus is more powerful than death. He is the Super Saviour!	▪ Jesus' resurrection ▪ Jesus' ascension into heaven.	▪ acknowledge that the Bible says that Jesus is alive today ▪ understand the evidence that the Bible gives to show that Jesus rose from the dead.	Luke 24; 1 Corinthians 15

Appendix 2(a)

Aims and outcomes for *Connect* B1 (Term 2)—Infants (Stage 1)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
11	To help students to understand the context of God's big promises to Abraham.	▪ God's solutions to the world's problems ▪ how the Bible shows that God never stops loving his people.	▪ say the Memory verse, which reminds them that God can be trusted ▪ recall events from the Old Testament taught in the previous cycle.	Genesis 1–11
12	To introduce students to the idea that God keeps his promises.	▪ the promises God made to Abraham ▪ Abraham's faithful response.	▪ understand the difference between promises made by God and promises made by people ▪ begin to develop an understanding of how the Bible shows that God can do anything.	Genesis 12:1–9
13	To help students to understand that the Bible shows that God keeps his promises.	▪ how God kept his promise of a son to Abraham and Sarah ▪ how the promise of a son contained the promise that Jesus would be a descendant of Abraham.	▪ list the three things God promised Abraham ▪ retell the story, using clues from the sound story.	Genesis 15:1—18:15; 21:1–7
14	To help students understand that the Bible shows that God can always be trusted, and that he chooses people to play a special part in his plan.	▪ how God used Abraham's servant's request for guidance to provide a wife for Isaac ▪ how Rebekah responded to the call to leave her home and follow God's commands.	▪ appreciate the Bible's accounts of God's work in the lives of ordinary people ▪ see how God's plans were worked out through the obedience of Abraham's servant and Rebekah ▪ consider why Christians believe they can trust God in all situations.	Genesis 24
15	To help students to understand that God's promises to Abraham were fulfilled over time.	▪ how God's promise to Abraham continued through successive generations ▪ the history of God's people, which was far from smooth.	▪ appreciate that God uses ordinary people in his plan ▪ understand how people today are part of Abraham's family.	Genesis 25:19–34
16	To help students to understand that people cannot get in the way of God's promises.	▪ how Jacob deceived his father ▪ people, who are sinful and selfish, and God, whose promises hold fast.	▪ say a new Memory verse ▪ state how Rebekah and Jacob were deceitful and why.	Genesis 27:1–40
17	To help students to understand from the Bible that even when things go wrong, God keeps his promises.	▪ Joseph and the reason for his unpopularity with his brothers ▪ how God uses imperfect people to carry out his plan.	▪ say the Memory verse ▪ realise that God's promise is not only for people in biblical times, but for people today.	Genesis 29:31—30:24; 37
18	To help students to understand how God was continuing to work out his plan for the family of Abraham.	▪ how even when bad things happen, God is always with his people to help them ▪ the chain of events in Joseph's life.	▪ state that the Bible shows that God was with Joseph to help him wherever he went ▪ give a simple recount of Joseph's time in Egypt.	Genesis 39–41
19	To help students to understand how the Bible shows that God is faithful to his people and always keeps his promises.	▪ how Joseph and his family were reunited ▪ how, when all seemed doomed, God's chosen family was retained.	▪ recall that God promises his people, 'I will be there to help you wherever you go' ▪ state what the Bible says about how God kept those promises.	Genesis 41–50
20	For students to learn that Jesus' followers serve him even when it is not easy.	▪ the way God has been active in Mal Heap's life ▪ how God looks after those who love him.	▪ see what it looks like for Christians to give their worries to God ▪ understand that Christians believe that God wants them to put his work first.	Matthew 6:25–34

Easter Assembly	To help students understand that the Bible shows that Jesus was able to overcome death because he is God's powerful Son.	▪ the events of the death and resurrection of Jesus ▪ how the Bible teaches that Jesus has God's power.	▪ consider different responses to the Easter story.	John 19–20
Special	To help students to understand that it is possible for anyone to put their trust in God.	▪ how the Bible explains that God never changes ▪ how God has promised in the Bible to be with those who trust in him, loving, protecting and caring for them.	▪ identify some changes in their own lives ▪ recite a simple action rhyme to remind them of God's love for all people.	1 Peter 5:7

Appendix 2(b)

Aims and outcomes for *Connect* B1 (Term 2)—Lower Primary (Stage 2)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
11	To show students how the Bible explains that God is gracious and kind, even though people always want to live their own way.	▪ the sin, consequences, grace pattern in Genesis 1–11 ▪ how the Bible describes God's grace and kindness.	▪ define sin, consequences and grace ▪ see that God loves people.	Genesis 1–11
12	For students to know God's big promises to Abraham and to understand that Abraham trusted God's promises, and that people today can too.	▪ God's big promises to Abraham ▪ how Abraham trusted God and started out on a journey.	▪ see what it looks like to follow Abraham's example as he trusted God's promises.	Genesis 12:1–9
13	To help students see how the Bible shows that God's character is trustworthy and good.	▪ God's promise to Abraham and Sarah that they would have a son ▪ how God fulfils his promises.	▪ recognise which of God's promises to Abraham was being fulfilled ▪ see that the Bible teaches that God is trustworthy and good.	Genesis 15:1—18:15; 21:1–7
14	To help students understand that the Bible shows that God can always be trusted, and that he chooses people to play a special part in his plan.	▪ how God used Abraham's servant's request for guidance to provide a wife for Isaac ▪ how Rebekah responded to the call to leave her home and follow God's commands.	▪ appreciate the Bible's accounts of God's work in the lives of ordinary people ▪ see how God's plans were worked out through the obedience of Abraham's servant and Rebekah ▪ consider why Christians believe they can trust God in all situations.	Genesis 24
15	To help students to understand that the Bible shows that God uses a range of people to fulfil his promises, even those who are not perfect.	▪ the births of Esau and Jacob, Isaac's sons ▪ how God can choose to fulfil his plans through seemingly unimpressive people.	▪ see Esau's example as a warning against ignoring and trivialising God's promises ▪ recognise that the Bible indicates that they are precious to God just the way they are and can trust his promises.	Genesis 25:19–34
16	To show students how the Bible explains that God is trustworthy and in control.	▪ how Rebekah and Jacob deceived Isaac ▪ the meaning of blessing in the Bible.	▪ know what it looks like to trust that God is in control ▪ see from the Bible how God keeps his promises, even when people take matters into their own hands.	Genesis 27:1–40
17	To help students to understand that God can be trusted, even in life's difficult circumstances, for he loved the world so much that he sent Jesus to die for people's sin.	▪ Joseph's dreams and how he was sold into slavery by his brothers ▪ how God was beginning to fulfil his promise to Abraham of a large family.	▪ look to Joseph as an example of someone who trusted God in difficult circumstances ▪ know what to pray when they face their own difficult circumstances.	Genesis 29:31—30:24; 37
18	To show students what form blessing can take: that just as the world came to Joseph and was saved from the famine, the Bible says that we can come to Jesus and be saved from our sins.	▪ which promises to Abraham were being fulfilled ▪ Joseph's ability to interpret dreams for the King of Egypt.	▪ see how the Bible shows that God keeps his promises and understand that God's promises also point forward to Jesus.	Genesis 39–41
19	To help students to understand from the Bible that God keeps his promises and this was most clearly seen when he sent Jesus to die on the cross to pay for people's sin and bring eternal life to those who trust and follow him.	▪ Joseph's reunion with his brothers and father ▪ which of God's promises were being fulfilled up to this point.	▪ know what it looks like for them to trust in God's promises.	Genesis 41–50
20	To help students to understand that anyone can talk to God in prayer, just as members of Mothers' Union (MU) continually do.	▪ the activities of MU ▪ the prayers that members of MU pray.	▪ understand that God gives everyone skills and talents ▪ appreciate that they can use their skills for God.	Philippians 4:6–7

Easter Assembly	To help students to understand why 'Good Friday' is good.	▪ how Jesus died on the cross and why this was good ▪ how Jesus rose to life again.	▪ understand that the Bible teaches that by trusting in Jesus' death and resurrection people can live with God forever.	Luke 23–24
Special	To help students to understand that they can put their trust in God as they face physical, emotional and social changes.	▪ how they have changed in the last five years ▪ some of the changes they may face in the future.	▪ identify that some changes can be exciting while others can be scary or challenging ▪ appreciate that they can have courage to face the future, and the changes that accompany it, because God cares for them.	Various

Appendix 2(c)

Aims and outcomes for *Connect* B1 (Term 2)—Upper Primary (Stage 3)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
11	To help the students to understand the context for God's promises to Abraham.	▪ the sin → consequences → grace cycle in Genesis 1–11 ▪ the unfinished cycle in Genesis 11.	▪ anticipate the display of God's grace in his promises to Abraham.	Genesis 1–11
12	To help the students to understand from the Bible that God's promises to Abraham are his gracious provision for the world in dealing with sin and death.	▪ the promises God made to Abraham ▪ Abraham's response to God's command.	▪ recognise from the Bible that God's promises were his gracious provision in the face of the consequences of Babel ▪ recognise that the Bible teaches that God's promises to Abraham are for the whole world.	Genesis 12:1–9
13	To help the students to understand from the Bible that God kept his promise to Abraham and Sarah even though it took a really long time.	▪ the promise that God made to Abraham and Sarah of a baby boy ▪ the length of time it took for God to keep his promise.	▪ recognise how the Bible shows that God will always keep his promises, even if it takes longer than expected.	Genesis 15:1—18:15; 21:1–7
14	To help students understand that the Bible shows that God can always be trusted, and that he chooses people to play a special part in his plan.	▪ how God used Abraham's servant's request for guidance to provide a wife for Isaac ▪ how Rebekah responded to the call to leave her home and follow God's commands.	▪ appreciate the Bible's accounts of God's work in the lives of ordinary people ▪ see how God's plans were worked out through the obedience of Abraham's servant and Rebekah.	Genesis 24
15	To help students to understand that the Bible shows that God will keep his promises but not always in the way we expect him to.	▪ the births of Jacob and Esau ▪ how God chose Jacob for the fulfilment of his promises.	▪ recognise how the Bible shows that God keeps his promises through unexpected people and in unexpected ways.	Genesis 25:19–34
16	To help the students to understand how the Bible shows that God is powerful in keeping his promises. Nothing can stop God from keeping his promises, not even human sinfulness.	▪ Jacob and Esau's rivalry ▪ Jacob's deception in stealing Esau's blessing.	▪ recognise how the Bible shows that God is powerful in keeping his promises, even when human sinfulness appears to be thwarting his plans ▪ understand why Christians believe that God is worthy of people's trust.	Genesis 27:1–40
17	To help students to understand from the Bible God was keeping his promise to Abraham of making his family a great nation.	▪ how Abraham's family grew from one man to Jacob and his 12 sons ▪ Jacob's family (beginning with Joseph).	▪ recognise that Jacob's family was the beginning of the nation of Israel ▪ see what it looks like for someone to trust that God keeps his promises and works for the good of those who love him.	Genesis 29:31—30:24; 37
18	To help the students to understand that God loved Joseph and was working out everything for the good of all his people.	▪ Joseph's life in Egypt ▪ how God was with Joseph and remained with him through difficult situations.	▪ recognise how the Bible shows that God works for the good of those who love him—even when facing difficult challenges ▪ recognise that people today can trust God to work for their good too.	Genesis 39–41
19	To help students to understand the Bible's account of how God used Joseph to save his people and to turn them into a great nation.	▪ how Jacob's family ended up in Egypt ▪ how God used Joseph to save his people from the famine and keep his promises to Abraham.	▪ recognise that the Bible shows that God is a promise keeper and is trustworthy ▪ appreciate that God's promises to Abraham are for people today too.	Genesis 41–50
20	To introduce the students to Holly and the work of Compassion Australia.	▪ Holly and her involvement in the work of Compassion Australia ▪ how God wants us to have compassion on the poor and needy.	▪ respond with compassion to the poverty in our world ▪ think of different ways people can support Compassion Australia.	Various

Easter Assembly	To help students to understand that Jesus is the powerful Super Saviour! He even conquered death and rose again!	▪ how Jesus died on the cross to pay for people's sin ▪ how Jesus defeated death and rose again.		John 19–20
Special	To help students to understand that anyone can put their trust in God as they face physical, emotional and social changes.	▪ how they have changed in the last five years ▪ some of the changes they may face in the future.	▪ identify that some changes can be exciting while others can be scary or challenging ▪ appreciate that they can have courage to face the future, and the changes that accompany it, because God cares for all people.	Various

Appendix 3(a)

Aims and outcomes for *Connect* B2 (Term 3)—Infants (Stage 1)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
1	To help students to understand from the Bible that God acted to save his people Israel from slavery in Egypt, and that this action began with a baby named Moses.	▪ how Moses was part of Abraham's family ▪ how the saving of baby Moses was part of God's plan in keeping his promises to Abraham.	▪ state the Memory verse, which reminds them that God keeps his promises ▪ give a simple recount of how God protected Moses.	Exodus 1:1—2:10
2	To help students to understand from the Bible that God is sovereign and fulfils his plan through people.	▪ how God heard his people's cry for help ▪ how the Bible shows that everything that happens is according to God's plan.	▪ begin to see how God worked through his people to fulfil his plan ▪ state how God speaks to people today.	Exodus 3:1—4:17
3	To help students to understand that the Bible teaches that God is powerful, loving and merciful.	▪ how God chose Moses to rescue his people from their difficult life in Egypt ▪ how God showed his love and mercy by giving the king many opportunities to obey.	▪ recite a rhyme to help them remember this section of the Bible ▪ give a simple recount of the story.	Exodus 7:1—10:29
4	To help students to understand from the Bible that God saves all who trust him.	▪ how God was protecting and rescuing the Israelites so they would be free to live as his people under his rule in the land he promised them ▪ how God showed he was powerful and trustworthy.	▪ identify that God used Moses to rescue the Hebrew people from slavery in Egypt ▪ appreciate from the Bible that Jesus has rescued his followers from their sin by dying on the cross and rising again.	Exodus 11–14
5	To help students to understand from the Bible that God shows love and mercy to his people.	▪ how God told his people how to live because he loves them and wants the best for them ▪ how Jesus wants us to love God and each other.	▪ state ways in which they can show love to each other ▪ develop an understanding that God was with his people thousands of years ago, and is today as well.	Exodus 19–20
6	For students to know that God lived with his people in Moses' time, and still does today.	▪ the instructions God gave to Moses ▪ how God wanted his people to know he was with them.	▪ give a simple recount of the events leading up to this lesson ▪ state how God shows that he still lives with his people today.	Exodus 25–40 (25:1–9; 40:34–38)
7	To help students to understand that God is faithful in doing what he promises, and wants his people to trust and obey him.	▪ what the spies saw ▪ how the people lacked trust in their God, who had protected them.	▪ list the things the spies saw ▪ understand from this part of the Bible that God can be trusted to do what he promises.	Numbers 13–14
8	To help students to understand from the Bible that God was faithful to his people and continues to be faithful to his people today.	▪ how the Bible tells people how God wants them to live their lives ▪ how God's people, the Hebrews, forgot about the love and mercy God showed to them.	▪ begin to see links between God's rescue of Israel from slavery and God's rescue of people from sin ▪ identify things for which they can be thankful.	Deuteronomy 4–11; 28–29; 30:11–20
9	To help students to understand from the Bible that God was faithful to his promise to Abraham that he would give his people a land of their own.	▪ the difficulties the people faced going into the land God had promised them ▪ how the people trusted and obeyed God and how God was faithful.	▪ give a simple statement about how God helped his people to gain the land he had promised them ▪ give reasons for why Christians believe that God can do anything.	Joshua 1–6
10	To help students to understand that all they have looked at this term points to Jesus—in particular, his death and resurrection.	▪ Jesus, who is the one through whom God rescues his people ▪ how God is still fulfilling his promises.	▪ develop a basic understanding of the gospel message ▪ understand the parallels between the Old Testament stories and God's plan for people's lives now.	Various

Appendix 3(b)

Aims and outcomes for *Connect* B2 (Term 3)—Lower Primary (Stage 2)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
1	To help students to understand that God continued to fulfil his promises from last semester (*Connect* B1) through Moses.	▪ how the King of Egypt made life hard for the Israelites ▪ the birth of Moses, and how he was a descendant of Abraham.	▪ recite God's promises to Abraham ▪ understand that God used Moses to fulfil his promises.	Exodus 1:1—2:10
2	To help students to understand that the Bible shows how God can use reluctant people in his loving plan of salvation.	▪ how and why Moses fled Egypt, and his encounter with the burning bush ▪ how God hears his people and loves them.	▪ recognise that even though Moses was reluctant to serve God, God chose him to rescue Israel.	Exodus 3:1—4:17
3	To help students to recognise how the Bible shows that God is powerful and how he is always in control and keeps his promises.	▪ the first nine plagues that God sent to Egypt ▪ Moses' and Aaron's interactions with the King of Egypt.	▪ recognise that the Bible describes God as powerful ▪ see what it looks like to trust God, who is always in control and keeps his promises.	Exodus 7:1—10:29
4	To help students to understand that the deliverance of God's people from Israel points ahead to people's deliverance today from the consequences of sin through Jesus.	▪ how God sent Moses to rescue the Israelites from slavery in Egypt ▪ how the Israelites left Egypt through a miraculous parting of the Red Sea.	▪ recognise God's great power, as described by the Bible ▪ comprehend how this narrative points to Jesus who brings forgiveness and rescues people today from their sin.	Exodus 11–14
5	To help students to understand that Christians believe that obedience is a right response to God's grace, but is not a way to earn God's favour.	▪ how God gave his Ten Commandments through Moses ▪ how Jesus taught people to love God and each other.	▪ think of ways people can be obedient to God by loving him and others ▪ state how the Bible teaches that obedience is a right response to God's mercy and grace.	Exodus 19–20
6	To help students to understand from the Bible the absolute holiness of God, who is perfect, and that it is through Jesus that God's people can be confident and enter his presence.	▪ God's instructions for the making of the tabernacle ▪ why people couldn't freely enter into the presence of God at that time.	▪ recognise that the Bible describes God as perfect and holy ▪ understand why Christians are thankful that through Jesus they can now enter into God's presence confidently.	Exodus 25–40
7	To help students to understand that even when his people are disobedient, God is trustworthy and still keeps his promises.	▪ the 12 spies who were sent to explore the land that God had promised to give Israel ▪ how Israel was disobedient to God.	▪ state which promise to Abraham God was going to fulfil ▪ recognise how God's faithfulness to his people is shown in the Bible, even when they are disobedient.	Numbers 13–14
8	To help students to understand that people today can choose to trust and follow the Lord Jesus Christ, just as the Israelites were given a choice to follow the Lord God.	▪ Moses' speech to the Israelites ▪ Israel's choice to obey and follow God and the results of that choice.	▪ revise the events from previous lessons ▪ recognise what it looks like to choose to obey and follow Jesus and understand that the Bible teaches that this choice leads to life forever with God in the ultimate Promised Land, which is heaven.	Deuteronomy 4–11; 28–29; 30:11–20
9	To help students to understand that the Bible says that God is powerful and kept his promise of land to Abraham's descendants.	▪ Joshua and his role in God's plan ▪ the events that transpired when Israel took over Jericho.	▪ recognise Israel's faith when they obeyed God's instructions to Joshua ▪ identify the ways in which God is shown to be powerful and trustworthy.	Joshua 1–6
10	To help students to understand how Old Testament events point to Jesus and are relevant for people now.	▪ how Moses points to Jesus, who came to rescue people from their sin ▪ how the tabernacle points to Jesus as the place where God now dwells with his people.	▪ consider God's love for all people, seen in Jesus ▪ appreciate how the Old and New Testaments are connected.	Various

Appendix 3(c)

Aims and outcomes for *Connect* B2 (Term 3)—Upper Primary (Stage 3)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
1	To help students to understand from the Bible that God kept his promise to Abraham of a great nation and that God always had a plan for his people in Egypt.	▪ how Abraham's family lived in Egypt and became a great nation ▪ Israel's difficult life and the birth of Moses.	▪ appreciate that the Bible teaches that God always keeps his promises ▪ recognise that God had a plan for the Israelites in Egypt.	Exodus 1:1—2:10
2	To help the students to understand from the Bible that God chose Moses in his plan to rescue his people from Egypt.	▪ God's calling of Moses through the burning bush ▪ Moses' reluctance to carry out God's instructions.	▪ recognise how the Bible shows that God never forgets his promises ▪ appreciate that God uses all kinds of people to bring about his plans and keep his promises.	Exodus 3:1—4:17
3	To help students to understand that Christians believe that God is the true and living God of all creation and that other gods are false gods.	▪ how the King of Egypt set himself up against the God of Israel ▪ how God displayed his great power.	▪ appreciate the Bible's description of God's almighty power over all creation, including the King of Egypt ▪ recognise that God uses imperfect people to bring about his plan of saving his people.	Exodus 7:1—10:29
4	To help the students to understand from the Bible that God is willing and able to rescue his people.	▪ God's faithfulness to his promises to Abraham, Isaac and Jacob ▪ how God used Moses to powerfully rescue his people from Egypt.	▪ recognise that the Jesus has rescued God's people from their sin by dying on the cross and rising again ▪ understand why Christians put their trust in God and his salvation.	Exodus 11–14
5	To help the students to understand from the Bible that God gave his law to show Israel how to live as his saved people.	▪ how God saved his people out of Egypt to serve him ▪ how God gave Israel the law to show them how to live because he cared for them.	▪ understand that the Bible says that God saves his people today by the death of Jesus ▪ recognise that he shows his people how to live through his word, the Bible.	Exodus 19–20
6	To help the students to understand from the Old Testament that God chose to live with his people in the tabernacle.	▪ how God lived among his people in the tabernacle ▪ how the tabernacle was set up and what it was for.	▪ recognise that today, Christians believe that God lives in his people by his Spirit ▪ acknowledge that God's people look forward to heaven.	Exodus 25–40
7	To help students to understand that God wants his people to trust and obey him.	▪ how God sent his people in to explore the land he was going to give them ▪ how God's people didn't trust him and disobeyed his command to take the land.	▪ recognise that the Bible demonstrates that God's promises are good promises and that he is faithful to them ▪ recognise that God wants people today to trust and obey God too.	Numbers 13–14
8	To help the students to see from the Bible that God is faithful to his promises and would give his people the land he promised. But God wanted his people to trust and obey him.	▪ God's desire for his people to trust and obey him ▪ God's faithfulness to his people—he will never give up on them.	▪ recognise that God has saved people today in Jesus and wants them to trust and obey him too ▪ recognise that being 'saved' means that people who put their trust in Jesus will live with him forever.	Deuteronomy 4
9	To help the students to understand from the Bible that God brought his people into the land, just as he promised he would.	▪ how God led his people into the land, and the battle of Jericho ▪ how God's people promised to obey God and worship him only.	▪ acknowledge that Christians believe that God is faithful and will always keep his promises ▪ recognise from the Bible that God's promises to Abraham point to Jesus and eternal life with him.	Joshua 1–6
10	To help the students to understand from the Bible that God made a new covenant with his people in Jesus.	▪ how the problem of the old covenant is fixed in the new covenant ▪ how the new covenant is all about Jesus.	▪ recognise that the old covenant points to the new covenant in Jesus ▪ recognise that because God's people are forgiven, his Spirit now lives in them to help them obey him.	Various

Appendix 4(a)

Aims and outcomes for *Connect* B2 (Term 4)—Infants (Stage 1)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
11	To help students to understand that the promises God made to Abraham are also for people today.	▪ Paul, who wrote about God's message of the good news of Jesus ▪ Abraham, and the promises God made to him.	▪ recite the Memory verse with assistance ▪ state the three promises made to Abraham.	Genesis 12:1–9; Romans 1:1–17
12	To help students to understand the need for the gospel, and how God has met this need.	▪ how no-one is perfect ▪ how, even though the above means that no-one deserves to live with God forever, God sent Jesus to make this possible.	▪ explain why Jesus is often likened to a shepherd ▪ describe how God has made a way for people to be right with him.	Romans 1:18—3:31; Matthew 18:12–14
13	For students to understand that there are different responses to the gospel.	▪ how Abraham was the model of faith ▪ how God invites people to follow him.	▪ make connections between the various soils and the responses people make to the gospel ▪ understand that people today make responses to the gospel.	Romans 4:1–15; Luke 8:4–15
14	To help students to understand that God wants his people to be obedient to him.	▪ how, although Christians have been saved from sin, God commands a response of obedience to him ▪ the story Jesus told about the two builders.	▪ demonstrate an understanding that the Bible teaches that obedience to God is the best way to live ▪ explain how the Bible teaches that Jesus is the best foundation for people's lives.	Romans 6–7; Matthew 7:24–27
15	To help students to understand that God has given his people his Spirit to help them to live in obedience to him.	▪ how living obediently is impossible because nobody is perfect ▪ how the Holy Spirit changes people and helps them to live God's way.	▪ develop an understanding that living God's way is not easy ▪ know what it looks like to call upon the Holy Spirit for help.	Romans 8:1–17; Acts 1:1–5; 2:1–21
16	To help students to understand the biblical concept of 'hope'.	▪ how Jesus has promised he will return ▪ Christians who are looking forward to Christ's return and being with him forever.	▪ state ways in which Christians can be ready for Christ's return.	Romans 8:18–39; Matthew 24:36, 44
17	To help students to understand that being a follower of Christ comes with responsibilities.	▪ how God has given people different gifts to build one another up ▪ how the Bible teaches that the good news about Jesus is to be shared.	▪ state two ways in which Jesus' followers have a part to play in the spread of the good news.	Romans 10:1, 9–15; 12:1–8; 1 Corinthians 12:12–27
18	To help students to see that anyone can trust in Jesus even when life is tough.	▪ how all people face challenges, struggles and temptations ▪ how the gospel brings strength when facing challenges.	▪ make connections between armour and protection against struggles and temptations ▪ state that the Bible says that nothing can separate followers of Jesus from God's love.	Romans 16:25a; Ephesians 6:10–17
19	To help students to see that the Bible shows that God really does keep his promises.	▪ how Christmas is all about God keeping his promises ▪ how Jesus came to save people from their sins.	▪ associate Christmas with Jesus dying and rising again to save people from sin ▪ recite the Memory verse with confidence.	Matthew 1; Luke 1; 2 Corinthians 1:20
20	To help students to understand that God wants all people to hear the good news about Jesus.	▪ how Jesus told his disciples to spread his good news to others ▪ the Lovell family, who know that God is with them in everything they do.	▪ pray for the Lovell family if they are interested in participating in prayer this lesson ▪ say a simple phrase in Spanish.	Joshua 1:9; Mark 16:15; Psalm 119:105

Christmas Assembly	To help students to understand the biblical meaning of Christmas.	▪ how the Bible tells us that God came to earth to be with his people ▪ how Christians believe that God is still with his people today.	▪ state the meaning of the name 'Immanuel' ▪ recite the Key verse, which reminds them that God is with his people.	Matthew 1; Luke 1:68–79
Special	To help students to understand that God wants all people to care for his creation and how the Bible teaches that it will be restored through Jesus, who is Lord of all.	▪ how the world does not belong to people; rather the Bible says that it is God's world ▪ how God reveals his will concerning his creation.	▪ see how they have a part to play in caring for God's world.	Genesis 1–2; 2 Peter 3:13

Appendix 4(b)

Aims and outcomes for *Connect* B2 (Term 4)—Lower Primary (Stage 2)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
11	To help students to understand that God's promises to Abraham are also for people today and that they have come true in Jesus.	▪ Paul, the writer of the book of Romans in the Bible ▪ the promises God made to Abraham.	▪ see that God's promises to Abraham are also for people today ▪ appreciate that God's promises are ultimately fulfilled in Jesus.	Genesis 12:1–9; Romans 1:1–17
12	To help students to understand that the Bible teaches that, although all people have turned away from God, Jesus died to save people from their sins; his love is so great.	▪ how the Bible teaches that all people need Jesus because all people are sinful ▪ God's immense love for the world.	▪ recite the Memory verse ▪ understand why Christians appreciate God's love for them, seen in Jesus.	Romans 1:18—3:31; Luke 15:3–7
13	To help students to recognise from the Bible that while no-one can earn their way to heaven, people can be with God by responding to God's love for them shown in Jesus' death and resurrection.	▪ the things people might do to try to earn their way to heaven ▪ what it looks like to make the decision to trust and follow Jesus.	▪ define 'faith' ▪ consider what having faith in God looks like in everyday life.	Romans 4:1–15; Matthew 13:3–23
14	To help students to understand that while Christians become part of God's family by faith, not through works, the Bible teaches that it is important to strive to listen to and obey God.	▪ how having Jesus as the best foundation in life means not only hearing, but also obeying, his teachings.	▪ understand that the Bible teaches that obedience is the right response to God's love shown to us in Jesus ▪ remember the Memory verse as they write it in their Activity books.	Romans 6–7; Matthew 7:24–27
15	To help students to understand that God has given followers of Jesus his Holy Spirit.	▪ how everyone experiences both easy and difficult times in their lives.	▪ be encouraged by learning that the Holy Spirit enables God's people to obey him ▪ recite the new Memory verse.	Romans 8:1–17
16	To help students to understand that while being a Christian doesn't mean that life will be perfect now, God's people can take comfort knowing it will be when Jesus returns.	▪ instances when life is not easy ▪ how nothing can separate people from the love of God in Jesus Christ our Lord.	▪ understand what the Bible means when it says that troubles people face in this life are incomparable with the glory that will be shown to them.	Romans 8:18–39
17	To help students to recognise why Christians think it is important to use God's gifts to them to encourage others and tell others the good news about Jesus.	▪ how each follower of Jesus has an important role to play in God's plan ▪ what it looks like to encourage other Christians.	▪ appreciate that Christians tell others about Jesus so they also have an opportunity to respond to God's love.	Romans 10:9–15; 12:1–8
18	To help students to understand from the Bible how God keeps his people strong so that they can stay faithful to Jesus.	▪ the pieces of the armour of God ▪ why God's people need armour.	▪ understand that God equips all Christians so that they can keep trusting and loving him.	Romans 16:25a; Ephesians 6:10–17
19	To help students to understand how the Bible shows that God's promises were always about Jesus.	▪ the birth, death and resurrection of Jesus ▪ how God's promises are fulfilled in Jesus.	▪ appreciate that Jesus was born as a baby but grew into a man who died on the cross and rose again ▪ understand that because Jesus was raised from the dead, the Bible teaches that God's people will also be raised to eternal life.	Luke 1; 2 Corinthians 1:20
20	To tell students about a woman named Jeane who is living as a Christian and serving Jesus here and now.	▪ the work that Jeane is involved in ▪ how that work allows Jeane to encourage others to know Jesus and how she is able to show God's love and compassion in her roles.	▪ think about how Christians might like to be 'busy for God' ▪ appreciate from the Bible that salvation is given by grace and not by works.	Joshua 1:9

Christmas Assembly	To help students to understand why the birth of Jesus is important.	▪ how God came to earth to be with people ▪ how the Bible teaches that Jesus is still with his people today through the Holy Spirit and saves people from their sins.	▪ recognise the meaning of 'Jesus' and 'Immanuel' ▪ appreciate that when people trust and follow Jesus, he will save them from their sins.	Matthew 1
Special	To help students to understand that God wants people to care for creation, and that the Bible says that the world will be made new through Jesus, who is Lord of all.	▪ how they feel about the environment and how the environment meets their needs ▪ how God will restore both people and his creation through Jesus, who is Lord of all.	▪ appreciate that the Bible describes God's will concerning his creation ▪ understand that Christians believe that the entrance of sin into the world affected the relationship of people both to God and to his creation.	Genesis 1–2; 2 Peter 3:13

Appendix 4(c)

Aims and outcomes for *Connect* B2 (Term 4)—Upper Primary (Stage 3)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
11	To help students to understand from the Bible that God kept his promises to Abraham in Jesus. This is the 'good news' that Paul was not ashamed to speak about.	▪ how God's promises to Abraham were the beginning of his plan to deal with sin and death, and how that plan was always about Jesus ▪ Paul, his passion for the gospel, and his letter to the Romans.	▪ recognise that God's promises to Abraham were all about Jesus ▪ consider what the good news about Jesus means for people today.	Romans 1:1–17
12	To help students to understand that the Bible teaches that all people have sinned and ignored God, but because of God's great love he sent Jesus.	▪ how the Bible teaches that every single person has sinned and tried to live their own way instead of God's way ▪ how God had a plan to deal with sin and death in Jesus.	▪ define sin according to the Bible ▪ recognise God's grace offered to all people in Jesus.	Romans 1:18—3:26
13	To help students to understand from the Bible that God's people have been declared innocent and can have eternal life because Jesus died on the cross. This is God's gift.	▪ how Jesus' death on the cross means that those who trust in him can be declared innocent ▪ how Abraham was declared innocent by trusting God's promises.	▪ recognise from the Bible that nobody deserves eternal life; it is God's gift to his people in Jesus ▪ see what it looks like for someone to accept God's gift of eternal life by trusting in Jesus.	Romans 3:21—5:21
14	To help students to understand that people have been declared innocent by trusting in Jesus, and see what it looks like to live a righteous life.	▪ how those who trust in Jesus have died with him and been raised with him ▪ why Christians can't live the way they used to once they've been saved by Jesus.	▪ recognise the things in people's lives which are not pleasing to God and the things which are ▪ understand that people aren't saved by the good things they do but, instead, they do good things because they have been saved.	Romans 6–7
15	To help students to understand that knowing they have been declared innocent and looking forward to heaven affects the way Christians live now.	▪ how the goal of heaven changes the way Christians live now ▪ how God has given his people his Holy Spirit to help them live his way.	▪ see what it looks like to say 'No' to sinful desires and to choose to live God's way.	Romans 8:1–13
16	To help students to understand that the hope of eternal life and a new body in heaven helps God's people to persevere through the pain they experience in this life.	▪ how living as a Christian can be hard ▪ how Christians don't have to suffer in this life alone because God gives them his Spirit.	▪ see what it looks like to persevere in the hardships of this life ▪ understand why Christians aim to keep their eyes fixed on the goal of heaven.	Romans 8:14–39
17	To help students to understand that for Christ's body (his Church) to function properly, every Christian needs to use the gifts God has given them to serve others.	▪ the body of Christ ▪ how God wants every Christian to use their gifts to love and serve his people.	▪ recognise their own gifts ▪ consider how they might use their gifts to encourage and serve others.	Romans 12:1–8
18	To help students to understand that Christians believe that the gospel has God's power to establish and strengthen them in their relationship with Jesus, and that the Bible also teaches that the gospel is to be proclaimed to all the nations.	▪ how the gospel establishes and strengthens God's people ▪ how the gospel is for people of all nations.	▪ see what it looks like for Christians to communicate the gospel about Jesus to those around them.	Romans 16:25–27
19	To help students to understand from the Bible that God's promises to Abraham were all about Jesus.	▪ how Jesus came from Abraham and David's family ▪ how Jesus is the promised King who fulfils God's promises to Abraham and David.	▪ remember that Christmas is all about God keeping his promises ▪ remember how the Bible shows that God kept all of his promises in Jesus.	Matthew 1

20	To introduce the students to Miriam and her work as a school chaplain.	▪ Miriam's cultural background ▪ Miriam's work as an assistant chaplain at a Christian school.	▪ understand that Christians are not to be ashamed of following Jesus and living the way he wants them to.	1 Timothy 4:12
Christmas Assembly	To help students to understand that the Bible teaches that Jesus was God and became a man to save people. He was given the name Immanuel!	▪ the meaning of Jesus' name and another name he was called—Immanuel ▪ what the Bible says about how God became man to save people from their sin.		Matthew 1
Special	To help students to understand that God wants people to care for creation and that the Bible says that it will be restored through Jesus, who is Lord of all.	▪ how they feel about the environment and how the environment meets their needs ▪ how the Bible says God will restore both people and his creation through Jesus, who is Lord of all.	▪ appreciate that the Bible describes God's will concerning his creation ▪ understand that Christians believe that the entrance of sin into the world affected the relationship of people both to God and to his creation.	Genesis 1–2; 2 Peter 3:13

Connect C Scope and sequence

Term 1	God's great kingdom plan
Unit/Topic	God is the King and calls people to live under his leadership.
Duration	Term 1 (1–10 weeks)
Focus	These lessons will enable students to begin developing their understanding of God as King from the Bible. Students begin the term by investigating Samuel as one example of a judge that God sent to lead his people. Students will comprehend that leadership is essential but that the quality of leadership is just as important. When the Israelites wanted a king they were actually rejecting their true king, who was God. Students explore what it means when the Bible says that God looks at a person's heart and not at their outside appearance and behaviour through reading about, and contrasting, King Saul and King David. Students also remember from the Bible that God is a keeper of promises (see CEP's *Connect* B cycle), and are able to see how God fulfils his plans for his kingdom, culminating in King Jesus.
Outcomes	See Appendix 1 for Stages 1–3

Term 2	Remember God is King
Unit/Topic	God's kingdom plans continue with some people rejecting and others accepting his kingship.
Duration	Term 2 (1–10 weeks)
Focus	Students continue developing their understanding of God as King from the Bible. Beginning with Solomon and his request for wisdom in order to lead the people of Israel well, students will be able to describe the type of person that the earthly king of God's people needed to be. They also learn about the temple Solomon built, which was a visible demonstration of God's presence with his people. Students then examine the historical downfall of Israel which resulted in the division of the kingdom, the eventual exile of Northern Israel, from which they would never return, and the exile of Judah. By focusing in on key figures in Judah such as King Josiah, Daniel and Nehemiah, students discover how the Bible shows that God is in control and that all his promises and plans point to King Jesus.
Outcomes	See Appendix 2 for Stages 1–3

Term 3	The Kingdom's King
Unit/Topic	Jesus is the Christ, the promised King, who offers life in his name for all who have faith in him.
Duration	Term 3 (1–10 weeks)
Focus	This unit will enable students to build upon the content of Connect C1, whereby they discover more about Jesus, whom the Bible describes as God's chosen King sent to rescue his people from their sins. Students will investigate the events described throughout John's Gospel and understand how these events point to Jesus as the Christ. Beginning with Jesus' first public miracle, students then examine Jesus' other miracles, such as when he healed a man who was paralysed. Jesus also healed an official's son even though he was in a different location, and provided food for more than 5000 people from two fish and five loaves of bread. Finally, Jesus demonstrated his power over death by raising Lazarus and ultimately revealed his divine kingship by rising from death himself to save his people from their sins. Students will also consider modern-day responses to Jesus' death and resurrection.
Outcomes	See Appendix 3 for Stages 1–3

Term 4	Living in God's kingdom (Being a Kingdom Kid)
Unit/Topic	The Bible shows God's people how to live under Jesus as King here and now.
Duration	Term 4 (1–10 weeks)
Focus	These lessons will enable students to explore what living as a follower of Jesus would look like for a child their age. Students begin the term by learning a clear gospel outline, and consider responses to the good news about Jesus. They are then given multiple opportunities to read the Bible and discover what kinds of activities a Kingdom Kid engages in. To start with, a Kingdom Kid reads God's word and understands that it contains God's instructions about how to live his way—the best way, according to the Bible. Students explore what it looks like to pray to God, thank God and honour God. Through various modes of instruction students also learn about the value of meeting together with other Christians and what the Bible says about Christians telling others about Jesus. Students look closely at Paul and Silas, who were joyful through trials, and the unit concludes with Jesus, the true King at Christmas.
Outcomes	See Appendix 4 for Stages 1–3

Appendix 1(a)

Aims and outcomes for *Connect* C1 (Term 1)—Infants (Stage 1)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
1	To help students to understand from the Bible the context for God providing Israel with kings.	▪ how God's people lacked leadership ▪ how the people were unfaithful to God, yet God showed his mercy time and again.	▪ understand why leadership is necessary in their own situations.	Judges
2	To help students to understand from the Bible that Samuel was instrumental in God's kingdom plan of salvation for his people.	▪ Hannah, who trusted in God ▪ Samuel, who had a special purpose in God's kingdom plan.	▪ identify ways in which God speaks to his people today.	1 Samuel 1–7
3	To help students to understand from the Bible that God is the King that people have rejected.	▪ how the Israelites wanted a king so they could be like other nations ▪ how God answered the Israelites' request.	▪ see how people today compare with Israel in their rejection of God as their King ▪ say the Memory verse with assistance.	1 Samuel 8
4	To help students to understand that the Bible teaches that God is rightful King of his people, knows what is best for them and can be trusted.	▪ how Saul was chosen by God to be king ▪ how Saul was not obedient to God and was not respected by the people.	▪ understand from the Bible that God is King and promises to never let his people down.	1 Samuel 9–15
5	To help students to understand that the Bible teaches that God is rightful King of his people and knows what is best for them and can be trusted.	▪ how David loved God ▪ how God chose David to be king when Saul failed to continue to trust God.	▪ explain, in simple terms, the meaning of 1 Samuel 16:7b.	1 Samuel 16:1–13
6	To help students to understand that the Bible shows that God gave David victory over Goliath and enabled the Israelites to continue to live as his people under his rule.	▪ how David defeated Goliath with God's help ▪ how the Bible shows that God is trustworthy.	▪ compare and contrast David and Goliath and understand where each placed their trust— Goliath in his own strength; David in God.	1 Samuel 17
7	To help students to understand that the Bible shows that Jesus is one of David's descendants.	▪ how David wanted to honour God by building a temple ▪ how Jesus is the promised King from the line of David and how people today can be part of his family too.	▪ understand how at times the will of God is different to the wants of people ▪ appreciate that God wants his people to honour him by trusting Jesus and living his way.	2 Samuel 7:1–29
8	For students to understand that, although David's rule was not perfect, he loved, trusted and praised God.	▪ how David made mistakes during his rule ▪ how God protected David so that, through him, King Jesus would come.	▪ consider what the Bible says about how God is worthy of worship and praise ▪ see that David said, 'thank you', 'sorry' and 'please' to God as people do today.	2 Samuel 8–24; Psalm 23
9	To help students to understand that David was instrumental in carrying out God's promise that Solomon would be king.	▪ how Solomon was God's choice to be king ▪ how Adonijah wanted to be king.	▪ give a simple recount of the story through sketches.	1 Kings 1–2
10	To help students to understand from the Bible that Jesus is the eternal King.	▪ Jesus' death and resurrection ▪ how Christians believe that Jesus is the King of all kings and people.	▪ reflect on various aspects of the Easter story.	Matthew 27:11, 29, 37; Hebrews 1:8

Appendix 1(b)

Aims and outcomes for *Connect* C1 (Term 1)—Lower Primary (Stage 2)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
1	To introduce the teacher to the class, as well as help students to understand how Israel came to be in the Promised Land and what happened when they arrived.	▪ Israel's disobedience to God ▪ God's grace to his people Israel.	▪ understand that Israel failed to see that God was their king.	Judges
2	To help students to understand from the Bible that God used Samuel to bring Israel back to God.	▪ how God gave Hannah and Elkanah a son named Samuel ▪ how the behaviours of the people (specifically Hophni and Phinehas) demonstrated that they didn't follow God as their leader and their king.	▪ recognise that Samuel was a man who did live with God as his King ▪ suggest what it might look like for a person today to follow Jesus as King of their life.	1 Samuel 1–7
3	To help students to understand that Christians believe that God knows what is best for them and this is why they follow and obey him.	▪ Israel's request for a king ▪ what was wrong about this request.	▪ distinguish between a person wanting to live like others around them and living as a Christian who follows Jesus.	1 Samuel 8
4	To help students to understand that there were negative consequences for Israel when God gave the people the king they wanted.	▪ Saul, who looked like he would be a good king on the outside ▪ how Saul disobeyed God, and how God rejected Saul as king.	▪ recite the Memory verse ▪ see what it looks like to trust God's plans.	1 Samuel 9–15
5	To help students to understand from the Bible that God does not judge by outward appearance—what matters is whether a person loves and follows Jesus as King.	▪ how David was chosen to be the next king even though he didn't look impressive on the outside.	▪ understand that God knows what is on the inside of people, what is in their hearts ▪ appreciate that Christians believe that Jesus is the great King, chosen by God to lead his people forever.	1 Samuel 16
6	To help students to understand how David's actions in saving Israel from Goliath point to Jesus who saves people from their sins.	▪ the unexpected way that Goliath was defeated by David and how Israel was rescued ▪ how Jesus died on the cross to rescue people from their sins.	▪ see what it looks like for someone to trust Jesus when they are scared ▪ see what it looks like for a Christian to be confident about following Jesus as King.	1 Samuel 17
7	To help students to understand from the Bible how God's promises to David are fulfilled in Jesus.	▪ David's reign as king over Israel ▪ God's promise to David to establish his kingdom forever.	▪ understand that Jesus is a descendant of David and that the Bible says that he is now King of all kings. This is how God has fulfilled his promise that David's kingdom would last forever.	2 Samuel 7
8	To help students to understand that when people sin they can ask God for forgiveness through Jesus.	▪ Absalom and his attempts to overthrow his father David's rule as king ▪ how David disobeyed God, but then repented and asked God for forgiveness.	▪ acknowledge that the Bible teaches that no-one is perfect and all people disobey God ▪ understand that through Jesus, God forgives sins.	2 Samuel 8–24; Psalm 51
9	To help students to understand from the Bible God's plan for Solomon to be king, and how God also has a plan for his people today.	▪ Adonijah's attempt to make himself king ▪ how Solomon fulfilled God's plan and became king.	▪ know what it looks like to trust God's plan and his promises for his people in the Bible ▪ see that the Bible says that God is faithful and Jesus is the great King.	1 Kings 1–2
10	To help students to understand how Easter is about the fulfilment of God's promises to David.	▪ Jesus' death and resurrection ▪ Jesus' true and perfect kingship as shown in the Bible.	▪ give an overview of this term's lessons ▪ know what it looks like to trust and follow Jesus the King, who died on the cross and rose again three days later to rescue people from their sins.	Matthew 27

Appendix 1(c)

Aims and outcomes for *Connect* C1 (Term 1)—Upper Primary (Stage 3)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
1	To help students to understand the context of the leadership crisis in Israel in the time period covered by the judges in the Old Testament.	▪ the history of Israel from Abraham to the Promised Land ▪ Israel's disobedience in the land and the cycle of the judges.	▪ recognise that there was a leadership crisis in Israel because Israel failed to serve God as their King ▪ anticipate what God might do to fix this problem.	Judges
2	To help students to understand from the Bible that God raised up a leader for his people and that that leader was Samuel.	▪ how Israel's leader at the time, Eli, was old and weak and his sons were dishonest and disobedient to God ▪ the threat of the Philistines ▪ the birth, calling and life of Samuel—God's chosen leader for that particular time.	▪ understand that people act like the leaders they follow ▪ appreciate that the Bible teaches that God wants people to love and obey him, just as Jesus did ▪ recognise that Christians should follow others who live like Jesus.	1 Samuel 1–7
3	To help students to understand from the Bible that when God's people asked for a king like all the other nations they were actually rejecting God as their King.	▪ how the Israelites asked for a king so they could be like all the other nations ▪ how Israel's problem was not that they didn't have a king but that they didn't recognise God as their King.	▪ recognise that God's King is not like the kings of the nations ▪ recognise that the Bible teaches that God's King, Jesus, died in the place of people to free them from sin and death.	1 Samuel 8
4	To help students to understand from the Bible that Saul looked like he would be a good king but he turned out to be a king like all the other nations.	▪ what kind of king Saul turned out to be ▪ how God responded to Saul's disobedience.	▪ recognise that God doesn't care about what people look like; he cares about how people respond to him and what people are like on the inside ▪ understand that the Bible teaches that God wants everyone to trust and obey him.	1 Samuel 9–15
5	To help students to understand from the Bible that God chose David to be his king according to God's plans and purposes.	▪ how God chose David to be his king ▪ how God sees things differently to the way people see things.	▪ understand what it looks like to see Jesus according to God's heart (as described by the Bible).	1 Samuel 16
6	To help students to understand from the Bible that God saves his people in unlikely ways—such as a shepherd boy with no armour.	▪ how David defeated Goliath ▪ how God saved his people through Jesus, his chosen King.	▪ recognise that it was God who defeated the Philistines through David ▪ appreciate from the Bible that God saves his people in unexpected ways.	1 Samuel 17
7	To help the students to understand from the Bible that God promised David a kingdom that would never end.	▪ David's desire to build God a house ▪ God's promise to build David a house that would last forever.	▪ see that the Bible shows that God is faithful to his promises ▪ recognise the Bible's claim that Jesus is the King from the line of David.	2 Samuel 7
8	To help the students to understand from the Bible how David's disobedience contributed to the tragic events that happened during his reign.	▪ how David's sin in his reign as king led to tragic events ▪ how David repented of his sinfulness.	▪ recognise that God is faithful to his promises and forgives those who are sorry and trust him ▪ acknowledge that the Bible teaches that God wants people to confess their sins and repent ▪ see that sinful behaviour can cause consequences, even where there is repentance.	2 Samuel 8–24
9	To help students to understand from the Bible that God had a plan to make Solomon king.	▪ how Adonijah tried to make himself king ▪ how God had chosen Solomon to be David's successor.	▪ recognise that it was always God's plan to put Solomon on the throne ▪ appreciate that nothing can stop God's plan ▪ understand that the Bible teaches that God has a plan for all people.	1 Kings 1–2
10	To help the students to understand from the Bible that Jesus was the King God promised to David. But he was not the kind of king Israel's leaders were expecting.	▪ Jesus' death on the cross ▪ the different responses people had to Jesus being the promised King.	▪ recognise that Jesus wasn't the kind of king Israel's leaders were expecting ▪ acknowledge that the Bible teaches that Jesus had to die in order to save sinners.	Matthew 27–28

Appendix 2(a)

Aims and outcomes for *Connect* C1 (Term 2)—Infants (Stage 1)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
11	To help students to understand that Solomon honoured God.	▪ how Solomon could have asked for anything, but chose wisdom ▪ how God granted Solomon wisdom and more.	▪ list the gifts that God gave to Solomon ▪ give a simple definition of 'wisdom'.	1 Kings 3:1–15; 4:29–34
12	To help students to understand from the Bible that, more than anything, God wants people to love and obey him.	▪ how Solomon built a temple for the Lord ▪ how only the best of everything was good enough for God.	▪ recognise God's warning to Solomon that he must obey him ▪ state how God's message to Solomon is relevant for people today.	1 Kings 4–9
13	To help students to understand that God's plan to save his people through Jesus, David's descendant, continued despite Solomon's unfaithfulness.	▪ how Solomon was disobedient to God ▪ how his disobedience led to the Israelite kingdom being divided.	▪ state from the Bible why God allowed disobedient kings to reign over his people ▪ give a basic explanation for why Jesus is known as the 'Saviour King'.	1 Kings 11–14
14	To help students to see from the Bible that God's kingdom went into decline as a result of kings neglecting to honour him as Lord.	▪ how the actions of many kings led to the gradual downfall of God's kingdom ▪ how God used Josiah to bring his people back to him.	▪ describe from the Bible the benefits of living God's way ▪ state what the kings neglected to do, using the words of the Memory verse.	1 Kings 15—2 Kings 24
15	To help students to understand that God used prophets to bring his people back to him.	▪ Elijah, who was a prophet ▪ how God showed his power so that his people would turn back to him, because he loved them.	▪ state what the Bible says about God's intended purpose in showing his power ▪ predict what the people would do, based on learned knowledge.	1 Kings 17–18; Jeremiah
16	To help students to understand that God shows mercy and forgiveness to people. He wants his people to love and trust him.	▪ how God's people rejected him again and again ▪ how God keeping his promise meant the people had to leave the Promised Land.	▪ recognise the cycle of disobedience and forgiveness, through playing a board game ▪ state a new Memory verse.	2 Kings 25; Jeremiah 52
17	To help students to understand that Christians believe that God can be trusted because he is King, always in control and faithful to his promises.	▪ how God was still with his people even though they were in exile from the Promised Land ▪ Daniel, who refused to disobey God.	▪ identify ways in which people today can show they love and trust God.	Daniel 1–2; 6
18	To help students to understand from the Bible that God promised to return his people to their land.	▪ how God was not happy with the leaders of his people ▪ the prophet Ezekiel, who gave the people a message of great hope.	▪ make links between the shepherd/sheep analogy and how God relates to his people ▪ understand why the Bible often refers to Jesus as the good shepherd.	Ezekiel 34
19	To help students to understand that the Bible teaches that God is King and keeps his promises.	▪ how the people in Jerusalem during Nehemiah's time needed God's help ▪ how Nehemiah trusted God to keep his promises.	▪ state the relevance of the Memory verse to their lives.	Nehemiah
20	To help students to understand that God's people love to use their abilities to share the good news about Jesus.	▪ Pete Tong and the way in which he tells others about Jesus ▪ the message contained in Ephesians 2:4–5.	▪ recite a Key Bible verse ▪ explain in basic terms the message of the good news about Jesus.	Ephesians 2:4–5

Easter Assembly	To help students to understand from the Bible that the promised King, King Jesus, has come and given his life for all people.	▪ how Jesus came to earth but people didn't recognise him as King ▪ how the Bible teaches that Jesus is coming back.	▪ make links between Easter and the birth of Jesus.	Luke 1:32–33
Special	To help students to understand that God is a loving and forgiving God who wants us also to be forgiving.	▪ the parable Jesus told about the unforgiving servant ▪ how Jesus wants us to be forgiving.	▪ give a basic definition of 'forgiveness' ▪ explain, in simple terms, what happens to people's sin when they are forgiven by God, according to the Bible.	Matthew 18:21–35

Appendix 2(b)

Aims and outcomes for *Connect* C1 (Term 2)—Lower Primary (Stage 2)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
11	To help students to understand that Solomon asked God for godly wisdom rather than anything else, and people today can too.	▪ how Solomon asked God for wisdom above everything else ▪ God's faithfulness to his promises.	▪ define godly wisdom ▪ appreciate the value of God-given wisdom and hear a prayer asking God for wisdom.	1 Kings 3:1–15; 4:29–34
12	To help students to understand that the temple built by Solomon signified God's presence with his people.	▪ how Solomon fulfilled God's words by building a temple for the Lord ▪ how the temple demonstrated God's presence with his people.	▪ recognise that Christians believe that Jesus is present in his followers by his Holy Spirit.	1 Kings 4–9
13	To help students to understand from the Bible that God is trustworthy and even though King Solomon was disobedient, God remained faithful to his promises.	▪ Solomon's disobedience to God and the division of the kingdom of Israel into two separate kingdoms as a result ▪ God's faithfulness to his promise to David in Jesus.	▪ recognise what false gods might look like in our present time ▪ acknowledge that God is the one true and living God.	1 Kings 11–14
14	To help students to understand from the Bible that King Josiah points to Jesus who is the perfect King.	▪ the division of God's people into a northern and southern kingdom: Israel and Judah ▪ Josiah and his obedience to God.	▪ use God's word, the Bible, to discover God's way for his people to live and not take the Bible for granted ▪ use the Bible to describe Jesus as God's perfect King.	1 Kings 15—2 Kings 24
15	To help students to understand from the Bible that God showed his love and grace toward his people by sending prophets to speak to them.	▪ the prophet Elijah and his message for the people of Israel ▪ God's demonstration of his love in sending his prophets.	▪ recognise that the Bible teaches that false gods are not real; God is the one true and living God.	1 Kings 17–18; Jeremiah
16	To help students to understand from the Bible that God keeps his promises and wants all people to have faith in Jesus.	▪ how God's people ignored his prophets and messages of warning ▪ the scattering of Israel and the exile of Judah to Babylon.	▪ recognise how the Bible shows God's love and faithfulness to his promises.	2 Kings 25; Jeremiah 52
17	To help students to understand that God had not abandoned his people in Babylon, but still loved them and looked after them.	▪ how King Darius was influenced to sign a decree preventing worship of the one true living God ▪ Daniel and his confidence in God.	▪ describe Daniel as someone who trusted and followed God ▪ see Daniel and the way God helped him as an example of God's demonstration of love and care for his exiled people.	Daniel 1–2, 6
18	To help students to understand that events in the Old Testament point forward to Jesus in the New Testament.	▪ how God still sent messages to his people even though they were no longer in the Promised Land ▪ how God likened Israel and her leadership to a shepherd and his sheep.	▪ understand that Ezekiel 34 is fulfilled in Jesus, the good shepherd.	Ezekiel 34
19	To help students to understand from the Bible that God is King and fulfils his plans for his people.	▪ how God planned that his people would return to their land ▪ Nehemiah, who asked for, and received, strength from God.	▪ describe what personal faith in Jesus looks like.	Nehemiah
20	To introduce students to Kate Bracks and her Christian faith.	▪ Kate Bracks and how she lives with Jesus as first priority in her life.	▪ understand that God gives everyone skills and talents ▪ appreciate that they can use their skills for God.	Proverbs 3:5–6

Easter Assembly	To help students to understand from the Bible that Jesus is the King who died and came alive again to bring eternal life to his followers.	▪ how the Bible tells us that Jesus would be King at his birth ▪ how soldiers put a sign on the cross that said 'This is the King of the Jews' to make fun of Jesus, but that the Bible teaches that Jesus is actually King of all people.	▪ talk about Easter as involving both the death and resurrection of Jesus ▪ understand from the Bible that Jesus' resurrection means that his followers will also rise from the dead to live with him eternally.	Luke 1:31–33; 23; Romans 8:11
Special	To help the students to understand that God wants his people to forgive, just like Jesus has forgiven them.	▪ how Jesus has forgiven his people ▪ how God wants his people to forgive others.	▪ recognise that God's people are called to forgive others.	Matthew 18:21–35; Colossians 3:13

Appendix 2(c)

Aims and outcomes for *Connect* C1 (Term 2)—Upper Primary (Stage 3)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
11	To help the students to understand from the Bible that God made Solomon the wisest king in all history and that God's wisdom helped his people to know the best way to live in God's world.	▪ how God offered Solomon whatever he wished and Solomon chose wisdom ▪ how the Bible teaches that God's wisdom helps people to understand the world that God has made.	▪ recognise that science is one of the ways that people can use wisdom to understand God's world ▪ understand that Christians believe that true wisdom is impossible without the knowledge of God.	1 Kings 3, 10; Proverbs
12	To help students to understand from the Bible that the building of Solomon's temple was a significant milestone in the fulfilment of God's promises to Abraham as it represented God's presence with his people in the land he promised them.	▪ the building of the temple as the fulfilment of God's promise to David ▪ how the temple represented God's presence among his people.	▪ recognise from the Bible that God dwelt with his people in the person of Jesus and continues to dwell among them by his Spirit ▪ appreciate that the Bible teaches that God wants to be part of the daily lives of Christians today.	1 Kings 5–9
13	To help students to understand from the Bible that Solomon's sin of worshipping other gods (fake gods) brought about division of the Israelite kingdom.	▪ Solomon's sin of worshipping other gods (fake gods) ▪ how God took the kingdom away from Rehoboam, Solomon's son, and gave it to Jeroboam.	▪ appreciate that the Bible teaches that God is the only true and living God and deserves to be honoured.	1 Kings 11:1—12:24
14	To help the students to understand from the Bible that despite the sin of the kings of Judah, God was faithful to his promises to David.	▪ Kings Jeroboam and Rehoboam ▪ all the kings who ruled Judah and whether or not they followed God.	▪ see how the Bible shows that God was faithful to his promise to David despite the kings' disobedience ▪ recognise that the Bible teaches that God is faithful to people today in sending Jesus.	1 Kings 12:25—2 Kings 24
15	To help students to understand from the Bible that despite the sinfulness (disobedience) of Judah's kings, God continued to send his prophets to warn the people of Judah.	▪ Judah's continual refusal to listen to God's word through the prophets ▪ God's warning of Judah's impending exile and the call to repent, spoken through the prophet Jeremiah.	▪ recognise God's persistence and patience with his sinful people ▪ appreciate that the Bible teaches that God is also calling and warning people today to turn back to him.	Jeremiah 1; 25:1–14
16	To help students to understand from the Bible that God was faithful to his warning that Judah would face consequences if they refused to turn back to him.	▪ how Judah experienced the exile because they did not listen to the prophets ▪ how the Bible shows that God is faithful to all his promises, even the ones that warn of consequences.	▪ recognise from the Bible that Jesus died to take the consequences of people's sin ▪ acknowledge that the Bible teaches that if people put their trust in Jesus they can have eternal life.	2 Kings 24–25; Jeremiah 52
17	To help the students to understand from the Bible that even though it seemed that God had abandoned his people, he was still preserving a remnant faithful to him.	▪ how Shadrach, Meshach and Abednego were faced with the temptation to worship an idol ▪ how God protected Shadrach, Meshach and Abednego from the fire.	▪ recognise that being a Christian isn't always easy—there will be temptations to disobey God ▪ appreciate that when God's people are tempted, Jesus can help them because he has been tempted too.	Daniel 3
18	To help students to understand from the Bible that even though life was hard, God had not abandoned his people and he had not forgotten his promise to David.	▪ Ezekiel's prophecy and its meaning ▪ God's promise to send Jesus, a descendant of his servant David, to rule over and protect his people.	▪ understand from the Bible that God had not forgotten his promise to King David ▪ recognise from the Bible that God kept his promise in Jesus.	Ezekiel 34
19	To help students to understand from the Bible that God is faithful to his promises. He kept his promise to return his people to Jerusalem and he kept his promise to David in Jesus.	▪ how the Jewish people returned to Jerusalem and rebuilt the temple and the city ▪ how the Jewish people were waiting for the King whom God promised to David.	▪ recognise from the Bible that God is faithful to his promises ▪ acknowledge that Jesus is the King God promised to David.	Ezra; Nehemiah
20	To familiarise students with Ben Pakula, a Christian musician.	▪ Ben's childhood in a Jewish family ▪ how Ben became a Christian ▪ what Ben does now that he is a Christian.	▪ identify Jesus as the King God promised to David ▪ recognise what the Bible says about all people's need to follow Ben's example and make Jesus their King.	Romans 5:8

Easter Assembly	To help students to understand from the Bible that Jesus is the King who died on the cross and rose again to take the consequences for people's sin.	▪ how Jesus died on the cross to bring forgiveness for sin ▪ how the Bible teaches that everyone needs to accept God's gift of eternal life.		Luke 1:31–33; 23; Romans 8:11
Special	To help the students to understand that God wants his people to forgive, just like Jesus has forgiven them.	▪ how Jesus has forgiven his people ▪ how God wants his people to forgive others.	▪ recognise that God's people are called to forgive others.	Matthew 18:21–35; Colossians 3:13

Appendix 3(a)

Aims and outcomes for *Connect* C2 (Term 3)—Infants (Stage 1)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
1	To help students to understand from the Bible that Jesus was God's chosen King who came to save his people.	▪ how the Bible explains that Jesus was no ordinary man because he is the Son of God ▪ how the Bible demonstrates that Jesus was the King Israel was waiting for, and how Christians believe that he is their King too.	▪ make connections between Jesus and the promises about the ministry of the awaited King ▪ give a basic definition of the word 'Messiah'.	John 1
2	To help students to understand from the Bible that when Jesus performed the water-into-wine miracle, his disciples put their faith in him.	▪ a problem at a wedding ▪ how Jesus showed that he was God by changing water into wine.	▪ relate to the feelings of the people in the story ▪ understand that anyone can put their trust in Jesus, like the disciples did.	John 2:1–11
3	To help students to understand from the Bible that when people trust in Jesus, they are born into God's kingdom and will live forever with him.	▪ how the Bible explains that God loves all people and wants them to be part of his kingdom ▪ how all who put their trust in Jesus are born again in the Spirit and are given eternal life so they can live as God's people.	▪ demonstrate a basic understanding of the term 'born again'.	John 3:1–16
4	To help students to understand from the Bible that Jesus is the one who enables people to receive the gift of eternal life.	▪ the encounter between Jesus and the woman at the well in Samaria ▪ how when Jesus spoke of 'life-giving water' he was talking of himself as the one who gives eternal life.	▪ list the ways in which Jesus showed he was God's Son ▪ understand that the Bible says that Jesus wants all people everywhere to believe in him and follow him.	John 4:3–42
5	To help students to understand from the Bible that Jesus could heal the sick because he has God's power and is God's Son.	▪ how Jesus healed the sick son of an important man ▪ how Jesus was still able to heal the sick boy even though he was physically a long way from him.	▪ describe what Jesus did for the important man ▪ state why Jesus was able to heal the boy, according to the Bible.	John 4:46–54
6	To help students to understand from the Bible that, yet again, Jesus proved he was the promised King.	▪ a man who had a disability all his life ▪ how he was able to walk when Jesus healed him.	▪ state that the Bible teaches that Jesus is the only one who can enable people to live as God's friends ▪ begin to commit a new Bible verse to memory.	John 5:1–8
7	To help students to understand from the Bible that Jesus showed his power and authority as God's Son in feeding the five thousand.	▪ how Jesus was able to feed more than 5000 people from a few fish and bread loaves ▪ how just as people need food for their physical bodies, the Bible says they also need Jesus for eternal life.	▪ give a basic recount of the story ▪ continue committing a Bible verse to memory.	John 6
8	To help students to appreciate from the Bible that Jesus was able to heal people because he is God's Son.	▪ the man who was born blind ▪ how Jesus made the man see.	▪ state how Jesus was able to make the man see ▪ describe the man's response to Jesus.	John 9:1–12
9	To help students to understand from the Bible that Jesus is God's Son and therefore has power and authority over death.	▪ how Jesus' good friend died ▪ how Jesus brought him back to life, showing he has power over death.	▪ give a simple recount of the story of Lazarus ▪ re-enact segments of the Bible passage about Lazarus.	John 11
10	To help students to understand from the Bible that in dying and rising again, Jesus showed he was God's Son and the promised Messiah.	▪ how Jesus was able to overcome death because he is God's Son (and chosen King) ▪ how the Bible tells us that Jesus appeared to people after his death.	▪ state the reason for Jesus rising again.	John 19–20

Appendix 3(b)

Aims and outcomes for *Connect* C2 (Term 3)—Lower Primary (Stage 2)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
1	To help students to understand from the Bible that Jesus is God's chosen King who came to save his people.	▪ why John wrote his Gospel ▪ how Jesus fulfilled God's promises about what his chosen King would do.	▪ understand that God had told people in his word the things God's chosen King would do ▪ appreciate that the Bible teaches that Jesus still wants people to recognise and follow him.	John 1, 20
2	To show students from the Bible that Jesus' first miracle showed his power as God's chosen King and his disciples put their faith in him.	▪ what happened at a wedding when Jesus turned water into wine ▪ how the Bible teaches that Jesus is God's chosen King, and his Son, and therefore has God's power.	▪ recognise that the Bible teaches that people no longer need rituals in order to be 'clean'; instead it is through Jesus' death and resurrection that people can be friends with God forever.	John 2:1–11
3	To help students to understand that the Bible teaches that God loves people so much that he sent Jesus, so that his people can live forever with him.	▪ Nicodemus and his conversation with Jesus ▪ how being 'born again' (ESV) means trusting Jesus and living in God's kingdom forever.	▪ consider different responses to God's love in Jesus ▪ continue learning the Memory verse.	John 3:1–16
4	To help students to understand that the Bible teaches that Jesus is the King from God who gives eternal life.	▪ the Samaritan woman at the well ▪ what Jesus meant when he spoke about water that 'gives eternal life'.	▪ appreciate that the Samaritan people put their faith in Jesus as the Saviour of the world ▪ consider what faith in Jesus looks like in a person's life.	John 4:3–42
5	To help students to understand from the Bible that Jesus healed people to show that he is God so that people would put their faith in him.	▪ what the official asked Jesus to do ▪ how Jesus healed the official's son from a distance.	▪ recognise the Bible's teaching that Jesus' ability to heal (and from a distance) shows his power as the Son of God and as the King that God sent to fulfil his promises.	John 4:43–54
6	To help students to understand Jesus' description of God as his Father from the Bible, and why this angered the Jewish leaders.	▪ the paralysed man and how Jesus healed him ▪ Jesus' compassion for the sick.	▪ recognise that the Bible teaches that Jesus had God's power and authority when he healed the paralysed man ▪ appreciate from the Bible that Jesus called God his Father because he is God's Son and is equal with him.	John 5:1–12, 18
7	To help students to understand from the Bible that Jesus is not an earthly king but an eternal King and people can be in his kingdom forever.	▪ Jesus' miracle when he fed over 5000 people with two fish and five loaves, and there was food left over ▪ how the people wanted to force Jesus to be King, but he withdrew.	▪ describe from the Bible what sort of King Jesus is—one who reigns over his kingdom forever and is not an earthly king.	John 6
8	To describe to students what the Bible says is a right response to Jesus, King and Saviour of the whole world.	▪ how Jesus mixed his saliva and some dirt together and used this mud to heal a blind man ▪ why the Jewish leaders were not happy about people following Jesus.	▪ see what it looks like to respond to Jesus in faith—the way the blind man who was healed by Jesus responded.	John 9:1–12
9	To help students to understand that Christians believe that the recount of Lazarus is true and that Jesus is the one who raises the dead to life.	▪ the events that transpired after Lazarus died ▪ Jesus' ability to raise Lazarus back to life.	▪ appreciate that Christians believe that God answers prayer ▪ acknowledge that the Bible teaches that Lazarus did die again, but that Jesus offers eternal life to all those who trust and follow him as their King and Saviour.	John 11
10	To help students to understand from the Bible that Jesus died and rose again for people, so that when they have faith in him, they will have eternal life.	▪ who the witnesses were to Jesus' resurrection ▪ the significance of Jesus' resurrection for those who trust and follow him.	▪ understand from the Bible that Jesus' resurrection from the dead means that those who believe in him can be certain of their own resurrection.	John 19–20

Appendix 3(c)

Aims and outcomes for *Connect* C2 (Term 3)—Upper Primary (Stage 3)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
1	To help students to understand from the Bible that Jesus is the Messiah: the King God promised to send to save his people.	▪ how Jesus claimed to be the one that God had promised ▪ how John the Baptist prepared for Jesus' coming.	▪ state what they already know about Jesus— who he was, what he did and why he came ▪ consider how people may respond to God's promise found in John 3:16.	John 1
2	To help students to understand from the Bible that nothing is impossible for Jesus because he is God's Son.	▪ how Jesus performed his first miracle at a wedding in Cana.	▪ summarise the key parts of the Bible passage ▪ state this lesson's new evidence that proves Jesus is God's Son.	John 2:1–11
3	To help students to understand that the Bible teaches that everyone who has faith in Jesus will have eternal life.	▪ the interaction between Jesus and Nicodemus ▪ how Jesus gives people new life when they put their faith in him.	▪ give their own explanations for the biblical terms 'faith' and 'born again'.	John 3:1–16
4	To help students to understand from the Bible that Jesus is the Saviour of the world who gives eternal life.	▪ the interaction between Jesus and the woman of Samaria ▪ how Christians believe that Jesus is able to give eternal life.	▪ explain in simple terms that when Jesus talked about 'life-giving water' he meant that he is the one who gives eternal life ▪ reflect on the lesson content and Jesus' promise for people today.	John 4:3–42
5	To help students to understand that in healing the official's son, Jesus demonstrated his authority as the Son of God.	▪ how Jesus brought the son of an important man back to life ▪ how the healing was done from a distance, and showed Jesus' authority over sickness and death.	▪ analyse what this story teaches about Jesus ▪ reflect on the evidence gathered so far that contributes to proving why Christians believe that Jesus was no ordinary man.	John 4:46–54
6	For students to see an example in the Bible of trust in Jesus for eternal life, and to contrast this trust with keeping rules.	▪ how Jesus showed great compassion and love in performing the miracle of healing the man at the pool ▪ how the Bible teaches that it is through trust in Jesus, not keeping rules, that people can live an eternity with him.	▪ state from the Bible how Jesus demonstrated that he is equal with God ▪ explain why the healing of the man by Jesus at the pool angered the religious leaders.	John 5:1–18
7	To help students to understand from the Bible that Jesus gives eternal life, which means life forever with God.	▪ how Jesus fed more than 5000 people from two fish and five loaves of bread ▪ how Jesus offers more than physical food.	▪ demonstrate an understanding that the Bible teaches that people need to have faith in Jesus in order to have eternal life ▪ explain what Jesus meant when he referred to himself as 'the bread of life'.	John 6:1–40
8	To help students to understand from the Bible that Jesus gives people spiritual sight when they comprehend who Jesus is as God's chosen King and what he came to earth to do— to rescue people from their sins to bring them eternal life.	▪ a man who hadn't been able to see from birth and was given sight by Jesus ▪ how Jesus' actions caused people to question his motives.	▪ identify the different reactions of the people in the event ▪ understand what Jesus meant when he said he is 'the light of the world'.	John 9
9	To help students to understand from the Bible that Jesus has power and authority over death.	▪ how Lazarus had been dead for four days, and yet Jesus brought him back to life ▪ Lazarus, who was a dear friend of Jesus.	▪ recognise how the Bible shows that nothing is impossible for Jesus ▪ consider the different responses people may have to the Memory verse (John 14:6).	John 11:1–45
10	To help students to recognise that the Bible contains evidence that shows that Jesus was the promised Messiah.	▪ the events leading up to and including Jesus' death and resurrection ▪ how Jesus died and rose again so that when people trust and follow him they will live with him forever.	▪ state what Jesus' death and resurrection means for all people ▪ consider what a positive response might look like to Jesus' love, as described in the Bible.	John 19–20

Appendix 4(a)

Aims and outcomes for *Connect* C2 (Term 4)—Infants (Stage 1)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
11	To help students to understand from the Bible what it means to be a Christian.	▪ the basic gospel message ▪ how a Christian is part of God's family and part of his kingdom.	▪ give the basic gospel message with the 'Good News Book' ▪ offer a simple definition of a 'Christian'.	Galatians 4:4–7
12	To help students to understand that Christians read the Bible to find out how to live as a Kingdom Kid.	▪ how the Bible is God's word to his people ▪ how reading the Bible helps people to get to know God and understand how to live in a way that pleases him.	▪ state how the Bible is likened to a lamp that lights the path of people who follow Jesus ▪ commit a verse of the Bible to memory.	Psalm 119:105
13	To help students to understand that when people decide to follow God and are Christians, God wants them to talk to him in prayer.	▪ how 'praying' is another way of saying 'talking with God' ▪ how the Lord's Prayer is a good model to use.	▪ see what it looks like to talk to God, by following simple models for praying ▪ identify personal issues for prayer.	Matthew 7:7–13; Luke 11:1; Ephesians 6:18
14	To help students to understand from the Bible that there are many reasons to praise God.	▪ how Jesus healed ten men who had leprosy ▪ how only one thanked Jesus.	▪ identify things in their own lives to be thankful for ▪ give a basic definition of the word 'praise'.	Luke 17:11–19
15	To help students to understand from the Bible that children of the Lord are to live in a way that pleases him, by treating others as Jesus would have done.	▪ how Jesus taught the disciples to be like light, bringing glory to God ▪ how the 'golden rule' is a reminder to treat others in the same way we would like to be treated.	▪ state what Jesus meant when he said, 'Make your light shine' ▪ identify ways in which people can let their own light shine.	Matthew 5:14–17; 7:12
16	To help students to understand from the Bible that the members of God's family help each other to grow in their faith and understanding of Jesus.	▪ how Jesus' early followers spent time together ▪ how followers of Jesus are part of a greater worldwide family.	▪ recount, in song, how Kingdom Kids live ▪ state ways in which meeting together helps Kingdom Kids to grow in their faith and understanding of Jesus.	Acts 2:41–47; Hebrews 10:25
17	To help students to understand from the Bible that Christians believe that the good news about Jesus is worth telling to others.	▪ how one way that Kingdom Kids shine their lights is by telling others the good news about Jesus ▪ how other people may not have heard the good news about Jesus yet.	▪ know the basic gospel message in words and pictures ▪ describe other ways in which Christians can communicate the gospel.	Matthew 28:19–20; 2 Timothy 2:1–2, 8–10
18	To help students to understand that the Bible says that, whatever the circumstances, all people can give their worries to God and he will listen. He is always with his people.	▪ Paul and Silas, who were put in prison for their faith but still praised God ▪ how, through Paul and Silas' joyfulness, the prison keeper's family came to love and trust God.	▪ see what it looks like to keep trusting in God, no matter how scared or worried a person is ▪ state how Paul and Silas shone their lights.	Acts 16; Matthew 6:31–34
19	To help students to understand from the Bible that Jesus is God's chosen King who came to earth so people could become part of God's family.	▪ how God said that he would send a King to save people from their sin ▪ how the Bible teaches that Jesus is God's chosen King.	▪ say the Memory verse which reminds them that Jesus is the light that has come into the world.	Matthew 2:1–12
20	To help students to appreciate that God gives them skills and talents, and that they can use these to serve God.	▪ Geoff and Anne, and how God helps them to show Jesus' love to others and tell them the gospel.	▪ understand that God gives everyone skills and talents ▪ appreciate that anyone can use their skills for God.	Matthew 28:19–20

Christmas Assembly	To help students to understand that the Bible teaches that Jesus is God's great gift to his people.	▪ the story of the Magi and the significance of the gifts they brought to Jesus ▪ how Jesus is God's greatest gift.	▪ state the key points of the lesson.	Matthew 2:1–12
Special	To help students to understand from the Bible that God wants his people to keep loving and trusting Jesus in all things and to grow in their knowledge and love of him.	▪ how Jesus makes it possible for people to live God's way ▪ how Jesus described himself as the 'true vine' and his people as the 'branches'.	▪ give a simple explanation for how Jesus is like a vine and people are like the branches on the vine ▪ identify places people can go to grow in their faith.	John 15:1–10

Appendix 4(b)

Aims and outcomes for *Connect* C2 (Term 4)—Lower Primary (Stage 2)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
11	To give students an overview from the Bible of the good news about Jesus.	▪ how to understand the gospel using a resource from their Activity books ▪ the definition of a Kingdom Kid, or Christian.	▪ appreciate that the whole Bible points to Jesus as King and Saviour ▪ consider different responses to Jesus' offer of salvation.	Various
12	To help students to understand that Christians believe that the Bible is God's word and teaches people how to live God's way.	▪ what it means for the Bible to be God's word ▪ why followers of Jesus want to read the Bible.	▪ give an example of how the Bible teaches Kingdom Kids to live God's way ▪ appreciate the importance of reading the Bible.	2 Timothy 3:16–17
13	To help students to understand from the Bible that God has given followers of Jesus the wonderful privilege of being able to talk directly to him.	▪ how prayer is talking to God ▪ how Jesus taught his followers to pray.	▪ see what it looks like to apply the Lord's Prayer from Matthew 6:9–13 directly to a person's life ▪ understand that Christians are thankful for the privilege of prayer.	Matthew 6:9–13
14	To help students to understand that the Bible teaches that a right response to what God has done for people in Jesus is praise and thanks.	▪ how Jesus healed ten men who were suffering from leprosy ▪ how only one healed man returned to thank Jesus and give praise to God.	▪ state how God has forgiven those who trust and follow Jesus, thus saving them from sin and death ▪ see what it looks like for someone to thank God in prayer for things that are personal to them.	Luke 17:11–19
15	To help students to understand that a Christian is called to love God and love others.	▪ what it looks like for someone to love God with all their heart, mind and strength ▪ the 'golden rule' which says to treat others as you want them to treat you.	▪ look to Jesus as the Bible's example as the one who loved God perfectly ▪ consider how they would like to be treated in specific situations and think about how God would like his people to treat others in those same circumstances.	Mark 12:28–34; Matthew 7:12
16	To help students to understand from the Bible the benefits of meeting with other Christians.	▪ the Christians in the beginning of the book of Acts who met together regularly ▪ how meeting together brings encouragement to keep living God's way.	▪ consider Christian meetings people their age can attend in their specific circumstances ▪ describe what Christians do when they meet regularly.	Acts 2:41–47; Hebrews 10:25
17	To help students to understand from the Bible that telling others about Jesus means that these people have an opportunity to respond, and then have eternal life.	▪ Jesus' command to his disciples, and to his people, to preach the good news to everyone in the world ▪ how it is normal to feel scared or worried about talking about Jesus, but that God promises in the Bible that he is always with his people and will help them to say the right things.	▪ use other tools to practise telling the gospel to a partner.	Matthew 28:19–20; 2 Timothy 2:8–10
18	To help students to understand from the Bible the difference between feeling happy and having real joy from knowing Jesus.	▪ Paul and Silas' response to their situation in prison ▪ the definition of genuine joy through Jesus.	▪ see what it looks like to pray about things that are worrying, and trust God ▪ understand what it might look like to rejoice in all circumstances.	Acts 16:23–34
19	To help students to understand that the Bible teaches that Jesus is King of the whole world and his followers are part of his family and in his kingdom forever.	▪ the men of the East who followed the star to find the King of the world ▪ the gifts these men offered to Jesus.	▪ consider different responses to Jesus the King, after hearing about the men from the East who travelled from afar and bought expensive presents to show their worship and desire to be part of God's eternal kingdom.	Matthew 2:1–12
20	To help students to appreciate from the Bible that God gives them skills and talents and that they can use these to serve God.	▪ Wendy Walker and how she has chosen to use her time, talents and skills to serve God in another country to help others.	▪ understand that God gives everyone skills and talents ▪ appreciate that people can use their skills for God.	Isaiah 1:17

Christmas Assembly	To help students to understand that while Christmas presents are fun, the Bible teaches that the best present of all is God's present to us—Jesus!	▪ how the giving of gifts at Christmas time should encourage us to think of God's gift—Jesus, the King and Saviour ▪ the wise men's presents to Jesus the King.	▪ sing a Colin Buchanan Christmas song chorus ▪ summarise how God sent Jesus to earth to die for sins and rise so that his followers will have eternal life.	Matthew 2:1–12
Special	To help students to understand that Christians want to grow closer to God and be more like Jesus.	▪ the story Jesus told about the farmer and the grapevine ▪ the things Christians need to do to ensure they grow closer to Jesus and produce fruit.	▪ explain Jesus' analogy of the grapevine ▪ state how Christians can grow to be more like Jesus.	John 15:1–5; Acts 2; Galatians 5:22–23

Appendix 4(c)

Aims and outcomes for *Connect* C2 (Term 4)—Upper Primary (Stage 3)

Lesson	Aim	Outcomes—Students will learn about:	Outcomes—Students will learn to:	Bible reference
11	To help students to understand from the Bible what a Christian is—a child of God.	▪ how a Christian is someone who believes the gospel about Jesus Christ and lives as one of his followers ▪ a simple method for remembering the gospel message.	▪ explain the basic gospel message ▪ understand why Christians consider it so important to tell others the message about Jesus.	Various
12	To help students to realise that, through reading God's word, Christians get to know God and become more like Jesus.	▪ how the Bible is known as God's word ▪ how regular reading of the Bible helps Christians to know about God and learn how to live his way.	▪ state what God's word is and who can read it ▪ explain why, when, where and how anyone can read the Bible.	2 Timothy 3:16–17; 2 Peter 1:2
13	To help students to understand from the Bible that praying is both a privilege and a pleasure for God's children.	▪ how God loves to hear his people's prayers ▪ the Lord's Prayer, as an excellent model for praying.	▪ identify various aspects of prayer ▪ be able to state what prayer is, why people pray, who can pray, and where, when and how people can pray.	Matthew 6:5–7; Luke 11:1–4; Ephesians 6:18
14	To help students to understand from the Bible that Christians praise God and say thank you to him.	▪ how Jesus healed ten men who had leprosy ▪ how only one thanked him.	▪ identify ways in which people can thank God ▪ identify various things they are grateful for.	Luke 17:11–19
15	To help students to understand from the Bible that Christians are to honour God in their thoughts, words and actions.	▪ the difference between living 'in the dark' and living 'in the light' ▪ how it's not always easy for Christians to live differently to those around them, but Christians have God's Holy Spirit to help them.	▪ identify ways in which Christians can honour God ▪ state what it means to 'make our light shine'.	Matthew 7:12; Ephesians 5:8–10; Hebrews 13:21
16	To help students to understand the benefits God's children gain from meeting together.	▪ the activities of the early church ▪ how God's people today can use the activities of the early church as a model to follow.	▪ give a summary of the activities of the early church ▪ state how God's children benefit from meeting together.	Acts 2:41–47; Hebrews 10:25
17	To help students to understand from the Bible that Christians are to tell others the gospel message, so that others might come to love and trust Jesus too.	▪ the gospel message ▪ why Christians share the gospel message with others.	▪ identify a variety of ways in which the gospel message can be recalled and also communicated.	Matthew 28:19–20; 2 Corinthians 5:18
18	To help students to understand that although life may not always be joyful the Bible teaches that God cares about all people, and that he wants everyone to share their worries and concerns with him.	▪ Paul and Silas, who were joyful even though they faced challenges ▪ how being a Christian doesn't guarantee a happy life, but Christians can be sure that God genuinely cares for them personally.	▪ identify the key points in Matthew 6:25–34 ▪ consider how the Holy Spirit helps Kingdom Kids in difficult times.	Matthew 6:25–34; Acts 16:23–34
19	To help students to understand that at Christmas time, Christians celebrate that Jesus is the King of all kings.	▪ the birth of Jesus from the perspective of King Herod ▪ how earthly kings come and go, but the Bible teaches that King Jesus rules forever.	▪ state the three things God says about his Son, Jesus ▪ identify ways in which knowing Jesus is King affects the way Christians live.	Matthew 2:1–12; Hebrews 1:8; Isaiah 9:6–7
20	To introduce students to Colin Buchanan who is a musician who uses his gifts to serve God.	▪ the life of Colin Buchanan and two of his Memory verse songs ▪ what it looks like to use one's gifts (or talents) for God.	▪ sing two of Colin's memory verse songs and understand why Christians consider memorising Bible verses to be important ▪ identify some of their own gifts and think about how they can use them.	2 Timothy 1:7; James 4:8; Colossians 3:17

Christmas Assembly	To help students to understand that the Bible teaches that God's gift of eternal life comes to people through Jesus' death on the cross.	▪ the birth of Jesus as part of God's plan to rescue his people ▪ how, according to the Bible, people can receive the gift of Jesus.	▪ recognise how God acts in love towards the world.	Matthew 2:1–12
Special	To help students to understand that Christians want to grow closer to God and be more like Jesus.	▪ the story Jesus told about the farmer and the grapevine ▪ the things Christians need to do to ensure they grow closer to Jesus and produce fruit.	▪ explain Jesus' analogy of the grapevine ▪ state how Christians can grow to be more like Jesus.	John 15:1–5; Acts 2; Galatians 5:22–23

Big Questions

Scope and sequence

Semester 1	
Unit	Big Questions 1
Duration	Terms 1 and 2 (19 lessons)
Focus	These lessons concentrate on God and Jesus, who they are, what they have done, what people have done in response to God and what this means for people today. Basic Bible reading skills are introduced so the students can use the Bible to discover and apply biblical concepts for themselves.
Outcomes	See Appendix 1

Semester 2	
Unit	Big Questions 2
Duration	Terms 3 and 4 (19 lessons)
Focus	Students look at what it means to be a Christian. Jesus is examined as the model for Christian living and further Bible study skills are introduced. Students look at the story of the early church and consider how church is still relevant today. These lessons also deal with contemporary problems that the students face in today's world. Students explore what the Bible says and provide suggestions for dealing with these problems when they arise. The responsibilities of Christians to show God's love to others are also discussed.
Outcomes	See Appendix 2

Appendix 1

AIMS AND OUTCOMES FOR BIG QUESTIONS 1 (TERMS 1 AND 2)

Lesson	Aim	Outcomes—Students will:	Bible reference
1	For the students to understand that the Bible teaches that God is generous and he promises that those who search for him will find him. To introduce students to their teacher and to the Big Questions curriculum.	▪ understand that God welcomes their questions and promises to be found by those who search for him ▪ identify the way in which the lessons for the year will be conducted ▪ share facts about themselves without describing what they look like ▪ complete a questionnaire about their interests and their attitudes.	Matthew 7:7–12
2	To help each student appreciate what the Bible says about how intimately God knows every person and that he is ultimately in charge.	▪ think and write about who knows them well ▪ rework part of Psalm 139 as part of a small group ▪ discuss what the Psalm teaches us about God ▪ have opportunity to respond to the Psalm by expressing how this knowledge about God makes them feel.	Psalm 139:1–16, 23–24
3	To show that the Bible teaches that the world was created by God and is maintained by him.	▪ discuss questions about the creation of the world and whether God is still in control ▪ read parts of Genesis 1 ▪ identify what Genesis 1 says about the creation of the world ▪ discuss the different roles of science and the Bible ▪ consider what it means to accept God's invitation to seek him.	Genesis 1:1—2:4; Hebrews 1:3
4	To help the students to understand that the Bible teaches that God made people in his image, he loves us and wants us to live his way.	▪ discuss what makes people a unique part of God's creation ▪ identify and discuss different responses to God's authority ▪ consider the significance of God being loving and good ▪ consider what it looks like to express a personal response to God's authority and love.	Genesis 1–2
5	To help the students understand that because of an initial lack of faith and disobedience, the world has become a difficult place in which to live.	▪ discuss the question—what has gone wrong with the world? ▪ read Genesis 3:6–13 and discuss it ▪ describe how the world has been spoiled by humans ▪ understand that God has not given up on his creation.	Genesis 3
6	To show the students that beginning with the disobedience of Adam and Eve, people continue to disobey God and feel the effects of sin.	▪ describe a situation where 'one thing leads to another' ▪ use a drama script to explore Genesis 37 ▪ describe how people today experience the effects of sin ▪ discuss how we know whether God cares about suffering and sin.	Genesis 37
7	To encourage the students to develop a clearer understanding of who the Bible says God is and how people can draw near to him.	▪ share their opinions about what God is like ▪ discuss how people can know what God is like ▪ discover some ways the Bible describes God ▪ explain how people can come near to God and relate to him ▪ have the opportunity to write a prayer.	Psalm 47 (and selected passages)
8	To help students to appreciate from the Bible that God cares about the suffering of his people and promises to care for them like a shepherd.	▪ discuss the kinds of questions they ask about God when life gets hard ▪ read Psalm 23 and explore what it teaches about God ▪ express in words, or drawing, their personal reaction to the psalm ▪ have an opportunity to share their thoughts and questions.	Psalm 23
9	To help students understand that the Bible is historically reliable and relevant to people today, and why Christians believe that the Bible is God's word.	▪ discuss why some people consider the Bible to be special ▪ understand the evidence for the reliability of the New Testament ▪ discuss the ways in which the Bible is important for people today.	2 Timothy 3:16; 1 John 1:1–2; Luke 1:1–4
10	To encourage the students to read the Bible for themselves.	▪ begin to handle the Bible with confidence ▪ know how to look up Bible references ▪ discuss why reading the Bible is important ▪ read a Bible passage for themselves and reflect on the application.	2 Timothy 3:16; Hebrews 4:12; Psalm 119:105, 110–111

11	To help students to understand that God offers forgiveness to those who put their faith in Jesus.	▪ learn about how God forgives us through Jesus ▪ learn about what it looks like for someone to forgive ▪ learn to recognise why God's people are called to forgive others.	Matthew 18:21–35; Colossians 3:13
12	To encourage the students to understand that the unique circumstances of Jesus' birth described in the Bible show that he is God's Son.	▪ identify some of the signs that accompanied Jesus' birth ▪ read various Bible accounts of Jesus' birth ▪ express what they think about the idea that Jesus is unique.	Luke 1–3; Matthew 1–2
13	To encourage the students to understand from the Bible that Jesus demonstrated by his actions and attitudes his uniqueness as God's Son.	▪ discuss commonly held views about Jesus ▪ research as part of a small group a Bible account of Jesus' miracles ▪ describe some character qualities that Jesus demonstrated ▪ explain what the Bible accounts show about Jesus.	Luke, various passages
14	To encourage the students to consider different responses to Jesus, God's Son.	▪ identify one response to one of Jesus' miracles or one truth shown by one of Jesus' miracles ▪ participate in presenting either a news report or a class newspaper concerning Jesus' miracles ▪ consider present-day responses to Jesus.	Luke, various passages
15	To help students gain an understanding of why Jesus died on the cross and how this made the way open for people to become friends with God.	▪ suggest why some were opposed to Jesus ▪ read excerpts from Luke 22–23 and answer questions about the events of Jesus' arrest, trial and death ▪ discuss why Jesus died ▪ state what Jesus' death means for Christians.	Luke 22–23; Romans 5:10a
16	To encourage the students to consider the evidence for, and the significance of, Jesus' resurrection.	▪ discuss their opinions about how we know whether something is fact or fiction ▪ explore the evidence that supports Jesus rising from the dead ▪ suggest what Jesus' resurrection reveals about his identity ▪ identify why Jesus' resurrection is significant for all people.	Luke 24
17	To encourage students to begin to understand how following Jesus changes someone's life.	▪ explore Bible accounts of some people Jesus met ▪ describe how meeting Jesus changed the lives of some people in Luke's Gospel ▪ participate in a dramatic presentation of an encounter with Jesus ▪ summarise the responses of Peter, Zacchaeus, the rich young man and Mary and Martha ▪ consider what it looks like for someone to follow Jesus.	Luke's Gospel
18	To encourage students to reflect on what different responses to Jesus and the invitation to live as God's friends look like.	▪ read the Parable of the Sower from Luke ▪ participate in a drama about different responses to Jesus ▪ discuss the meaning of Jesus' parable ▪ identify what Christians believe.	Luke 8:4–15
19	To help the students understand that the Bible tells us that Jesus will return and what it will be like.	▪ be able to state the events surrounding Jesus' ascension ▪ discover as part of a group, something about Jesus' return ▪ understand why Christians look forward to, and are excited by, the promise of Jesus' return.	John 14:1–4

■ Appendix 2

AIMS AND OUTCOMES FOR BIG QUESTIONS 2 (TERMS 3 AND 4)

Lesson	Aim	Outcomes—Students will:	Bible reference
1	To explain what it means to be a Christian.	▪ read key verses about what it means to be a Christian ▪ discuss the verses and explain the meanings ▪ explain the concepts represented by the colours/descriptions ▪ have an opportunity to express their own thoughts about the gospel message.	Various
2	To help students appreciate the historical reality of the life of Jesus. To provide an engaging learning experience through film and discussion.	▪ know about key events in the early life of Jesus ▪ appreciate the historical context for life in first century Palestine ▪ ask the question, what was Jesus really like? and be able to describe some aspects of Jesus from Luke 1–6.	Excerpts from Luke 1–6 and Mark 5
3	To help students appreciate the historical reality of the life of Jesus. To provide an engaging learning experience through film and discussion	▪ know about key events in Jesus' life ▪ appreciate the historical context for life in first century Palestine ▪ realise that people responded differently to Jesus ▪ express their own opinion about Jesus' power and character.	Excerpts from Luke 6–20
4	To help students appreciate the historical reality of the life of Jesus. To provide an engaging learning experience through film and discussion.	▪ know about key events in Jesus' life, particularly his arrest, death and resurrection ▪ appreciate the historical context for life in first century Palestine ▪ discuss the reasons for Jesus' death ▪ express their own opinion about the significance of Jesus' resurrection.	Excerpts from Luke 22–24
5	To encourage students to develop a clearer understanding of prayer as a part of a Christian's relationship with God. To help students know how to pray.	▪ discuss what part communication plays in a relationship ▪ list and describe different kinds of prayer ▪ examine some of David's prayers ▪ have an opportunity to pray.	Various passages
6	To help students to understand that Christians believe that God speaks to his people through his word, the Bible, and this is why it is important to read the Bible.	▪ know that Christians believe that God speaks to his people through the Bible ▪ understand that reading the Bible is an important part of being a Christian ▪ develop confidence in handling the Bible, knowing the different books of the Bible and reading it for themselves ▪ practise reading the Bible using the 'Pray—Read—Think—Pray' approach.	Various passages
7	To introduce students to an overview of God's plan of salvation, as shown in the Bible, and encourage them to appreciate that there are different responses to God's invitation to be part of his plan.	▪ know some of the key people and events in the Bible ▪ begin to understand how the Old Testament is fulfilled in Jesus ▪ learn and discuss some key verses ▪ consider different responses to what the Bible says about God's love to people shown in sending Jesus.	Various passages
8	To explore how the Holy Spirit can change people, specifically, how the Holy Spirit gave Peter courage to change and say he was a follower of Jesus.	▪ discuss the sorts of things that cause people to change ▪ investigate key episodes from Peter's life ▪ discuss how and why Peter changed ▪ hear a personal account from someone who has become a Christian, and the change it made in their life.	Acts 2:1–41; Luke 22:54–62

9	To help students understand from the Bible how God's sovereign grace was displayed in Saul's life as God chose him, forgave him and used him to spread the gospel.	▪ discuss why it might be hard to imagine some people becoming Christian ▪ investigate Saul's story from Acts 9 ▪ recount the story using question and answer, an illustrated timeline or a first-person speech ▪ discuss how Saul's experience demonstrates God's grace ▪ reflect on the message in the Bible that God's grace is offered to all people.	Acts 9:1–22
10	To show through the story of Paul in Philippi that nothing can stop the spread of the gospel.	▪ share their opinion about whether anything can stop the spread of God's kingdom ▪ read about the events that occurred in Philippi from Acts 16 ▪ understand the forces opposing Paul in Philippi and how the church in Philippi began ▪ explain how the words of Jesus in Acts 1:8 were fulfilled in Philippi.	Acts 16:11–34
11	To encourage students to understand that the Church is the community of all God's people and to begin to understand that God's people live in all areas of the world.	▪ know that Christians are those who have put their trust in Jesus and are now friends with God ▪ know about some of the imagery about Church that is found in the Bible ▪ know that the Church is the community of those who believe in Jesus ▪ know that there are many, many Christians all over the world today ▪ learn that there are Christian groups in their local community.	John 10:11–16; Romans 12:4–5; John 15:1–7; 1 Corinthians 3:16–17
12	To help students learn about some places around the world where the church is involved in spreading the news of forgiveness through Jesus.	▪ revise the basic message of the gospel, using the 'wordless book' from Lesson 1 ▪ understand Jesus' instructions to his followers to spread the message about him all over the world ▪ read about four countries where Christians are sharing the news of Jesus ▪ discuss why it may be hard for people in some countries to be followers of Jesus.	Matthew 28:18–20; Various passages
13	To help students identify what causes anger and to help them understand different ways to respond. To encourage students to see how God can help his people in managing their feelings of anger.	▪ identify different emotions in some anger-producing situations ▪ investigate Jesus' display of anger in the temple ▪ discuss some Bible passages about anger ▪ begin to understand different ways they can deal with anger.	Matthew 21:12–13; Ephesians 4:26
14	To encourage students to understand Jesus' example and words to his followers that they are to love each other. To explore the implications for everyday relationships with others.	▪ discuss some approaches to relationships as found in contemporary media ▪ read and explore the account of Jesus washing his disciples' feet ▪ paraphrase Jesus' words to his followers about 'washing one another's feet' ▪ identify some relationship issues children their age encounter in their own lives ▪ discuss how the principle of showing love might be applied to some everyday situations.	John 13:1–17
15	To help students understand that Jesus' followers are called to help those in need.	▪ know the gospel message of God's kindness towards us ▪ understand that the Bible teaches that Christians are to show kindness towards others ▪ recognise the importance of helping others who are in need ▪ reflect on opportunities they might have to care for those in need.	Matthew 5:16; Ephesians 5:1–2; James 2:14–17
16	To encourage students to see what it looks like to pray and trust God when stressed and worried.	▪ identify what might make them feel stressed and strategies they use to deal with stress ▪ understand from the Bible that God wants people to bring their problems and worries to him ▪ read about a Christian athlete's approach to problems and stress ▪ list characteristics about God which show he is trustworthy ▪ identify helpful strategies for dealing with stress.	Psalms 34, 55 and 62; Matthew 11:28

17	To help students understand that the Bible teaches that God wants his people to care for his creation, and that it will be restored through Jesus who is Lord of all.	▪ list different environments and discuss why many are spoiled and imperfect ▪ read Bible passages and paraphrase what they say about creation ▪ express a personal response to what the Bible says about creation ▪ suggest practical ways they can care for creation.	Genesis 1:31, 3:17–19; Psalm 19:1–4; Mark 4:35–41; Colossians 1:15–17; 2 Peter 3:13
18	To give students an opportunity to ask their questions.	▪ express questions they may have about God, Jesus, the Bible, life, and so on ▪ hear answers to common questions ▪ understand that the Bible tells us that God welcomes all people, even if they have questions and doubts ▪ have an opportunity to express answers they have for the questions of others.	Various passages
19	To help students to see from the Bible how Christians can face their future with hope and trust in God.	▪ discuss their ideas about what the future holds ▪ discuss some Bible passages and the significance they have for our attitude towards the future ▪ express their own response to what the Bible says ▪ reflect on the key things they have learnt about God this year.	John 10:27–28; Hebrews 12:1–2; Jude 24–25

THINK FAITH

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STAGE 4A

SCOPE AND SEQUENCE



TERM 1	UNIT 1
Topic	Introduction to the Bible: The world's most influential book
Duration	Term 1 (8 lessons)
Focus	Students will consider the following questions: • Why is the Bible the most translated book in the world? • How does the Bible impact day-to-day life? • Why is Jesus essential to our understanding of the Bible? • Why do Christians keep on reading their Bible, even when they've read the whole thing?
Outcomes	See Appendix 1

TERM 2	UNIT 2
Topic	Mark: An unexpected King
Duration	Term 2 (8 lessons)
Focus	Students will consider the following questions: • Who does Jesus think he is? • How does Jesus use his power? • Why do people misunderstand who Jesus is? • If Jesus is powerful, why doesn't he stop bad things happening?
Outcomes	See Appendix 2

TERM 3	UNIT 3
Topic	Paul in Acts: Good news for the world
Duration	Term 3 (8 lessons)
Focus	Students will consider the following questions: • Why did the good news of Jesus spread to the whole world? • Why do bad things happen to Christians? • What is distinctive about the Christian faith? • How does the Christian faith impact the way someone lives their life?
Outcomes	See Appendix 3

TERM 4	UNIT 4
Topic	Genesis 1—12:3: Seeing the world
Duration	Term 4 (8 lessons)
Focus	Students will consider the following questions: • What is a world view? • How does a world view help me to understand how people see the world? • What is God like? • What is a Christian world view? • What has gone wrong with this world?
Outcomes	See Appendix 4

APPENDIX 1
Outcomes for Unit 1—Think Faith 4A

UNDERSTANDING

Students will be able to:

- explain why Christians continue to read the Bible
- reflect on the difference between reading the Bible as a sacred text and reading it as literature.

ACQUISITION

Students will learn that Christians believe:

- the Bible is different to any other book
- the Bible is one book, but also many books that tell God's unfolding story
- the Bible is not a made-up story
- the Bible is God's word to his people
- the Bible has impacted our history and continues to impact our lives
- the Bible provides the most important way to get to know God
- Jesus is God's Word.

SKILLS

Students will be able to:

- find a Bible passage
- identify Jesus' place in the biblical story
- engage personally with texts; recognise, reflect on, interpret and explain the connections between their own experiences and the biblical text.

RELATING TO GOD

Students will understand that:

- Christians believe that God's word is living and active
- Christians believe that they are transformed by God's Spirit as they read God's word
- Christians are guided in their decision-making and ethics by God's word
- Christians pursue a relationship with God through reading his word, prayer, worship and service
- Christians believe that God reveals himself to us through his word.

RELATING TO OTHERS

Students will understand that:

- Christians show grace and love to others because of God's action towards them
- Christians understand the importance of forgiveness and repentance in their relationships with God and others
- Christians believe that they should attempt to do good for all people
- Christians understand that God does not play favourites
- Christians acknowledge that sin has broken humanity's relationship with each other.

RELATING TO THE WORLD

Students will understand that:

- Christians relate to the world with the hope of all creation being redeemed.

APPENDIX 2
Outcomes for Unit 2—Think Faith 4A

UNDERSTANDING

Students will be able to:

- explain why Jesus is powerful and uses his power for people
- recognise that people have different views on Jesus' power
- explain that Jesus' power over sin and death releases believers from the power of sin and death
- identify how Jesus' power confirms that he is the Son of God
- describe the nature and source of Jesus' power.

ACQUISITION

Students will learn that Christians believe:

- Mark's Gospel is divided into two distinct parts that are separated by Mark 8
- Mark's Gospel provides an overview of Jesus' life
- Jesus' power is often misunderstood
- people have different views on Jesus' power
- Christians believe Jesus is the powerful Son of God
- Christians believe Jesus is still powerful today
- Christians believe Jesus is powerful and uses his power for people
- Christians believe that Jesus' power over sin and death releases believers from the power of sin and death
- Jesus' power confirms that he is the Son of God
- it is Jesus' power over sin and death that is at the core of the gospel message.

SKILLS

Students will be able to:

- use critical thinking (with guidance) to understand a Bible passage
- retell the story of Jesus' life
- use examples from Mark's Gospel to illustrate the nature of Jesus' power.

RELATING TO GOD

Students will understand that:

- Christians are guided in their decision-making and ethics by God's word
- Christians believe that God's word is living and active
- Christians believe that they are transformed by God's Spirit through reading God's word
- Christians believe that faith impacts every aspect of a Christian's life
- Christians trust in what Jesus has done for them and recognise him as Saviour and Lord
- Christians believe that Jesus' power is working in their lives to change them
- Christians pursue a relationship with God through prayer, worship, service and reading his word.

RELATING TO OTHERS

Students will understand that:

- Christians love and obey God
- Christians show grace and love to others because of God's grace and love.

RELATING TO THE WORLD

Students will understand that:

- Christians acknowledge that sin has broken humanity's relationship with God, the world and each other.

APPENDIX 3
Outcomes for Unit 3—Think Faith 4A

UNDERSTANDING

Students will be able to:

- explain the good news
- describe the missionary journeys of Paul
- explain how the good news challenges the way that people live
- identify different responses to the good news.

ACQUISITION

Students will learn that Christians believe:

- Paul travelled to many places to spread the good news of Jesus Christ
- the good news is for the whole world, and for all people
- God uses all kinds of people to share the good news
- people respond in different ways to the good news
- we can be tolerant of people we disagree with
- there is a difference between knowing about God and knowing God.

SKILLS

Students will be able to:

- compare and contrast different responses to the good news
- use critical thinking (with guidance) to understand a Bible passage
- describe significant geographical locations in Paul's missionary journeys
- empathise with different points of view regarding Christian faith.

RELATING TO GOD

Students will understand that:

- Christians believe that God's word is living and active
- Christians believe that faith impacts every aspect of a Christian's life
- Christians trust in what Jesus has done for them and recognise him as Saviour and Lord
- Christians believe that Jesus' power is working in their lives to change them
- Christians pursue a relationship with God through prayer, worship, service and reading his word.

RELATING TO OTHERS

Students will understand that:

- Christians care for one another
- Christians show grace and love to others because of God's action towards them
- Christians participate in a Christian community.

RELATING TO THE WORLD

Students will understand that:

- Christians acknowledge that sin has broken humanity's relationship with the world
- Christians understand that suffering and perseverance is part of God's world
- Christians believe they need to testify to a world that has rebelled against God
- Christians understand that they may need to suffer for the profession of their faith in the world.

APPENDIX 4
Outcomes for Unit 4—Think Faith 4A

UNDERSTANDING

Students will be able to:

- describe the genre of Genesis, and its place in the biblical metanarrative
- explain what a world view is
- identify the four questions that a world view answers
- explain how the different stories within Genesis 1–12 help to answer these four questions
- explain the relationship between Genesis 1–12 and the redeeming work of Jesus Christ.

ACQUISITION

Students will learn that Christians believe:

- everyone looks at the world through a particular lens
- the Fall is the story of the breaking of relationships: God–human relationships, human–human relationships, and humankind's relationship with the environment
- there are different ways of understanding the origin of the world, the meaning of life, how to live a moral life, and human destiny
- there is good and evil in the world
- the Bible says that God is good
- the Bible teaches that humanity needs a saviour.

SKILLS

Students will be able to:

- use critical thinking (with guidance) to understand a Bible passage
- retell the account of Genesis 1–12
- identify their own world view.

RELATING TO GOD

Students will understand that:

- Christians acknowledge that they are sinners who have fallen short of God's glory
- Christians are guided in their decision-making and ethics by God's word
- Christians trust in what Jesus has done for them and recognise him as Saviour and Lord
- Christians acknowledge that sin has broken humanity's relationship with God.

RELATING TO OTHERS

Students will understand that:

- Christians care for one another
- Christians show grace and love to others because of God's action towards them
- Christians understand the importance of forgiveness and repentance in their relationships with God and others.

RELATING TO THE WORLD

Students will understand that:

- Christians are called to be good stewards of God's world
- Christians look at the world through their Christian world view
- Christians acknowledge that sin has broken humanity's relationship with the world
- Christians relate to the world in hope of all creation being redeemed.

THINK FAITH

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STAGE 4B

SCOPE AND SEQUENCE



TERM 1	UNIT 1
Topic	The Bible tells one big story: The glory and authority of Jesus
Duration	Term 1 (8 lessons)
Focus	Students will consider the following questions: • What is the biggest story ever written? • Why does it matter that there is one big story in the Bible? • How can Jesus be at the centre of the biblical story if a lot of it took place before he was born?
Outcomes	See Appendix 1

TERM 2	UNIT 2
Topic	Matthew: Jesus is God's promised King
Duration	Term 2 (8 lessons)
Focus	Students will consider the following questions: • What kind of King is Jesus? • How does Matthew link Old Testament promises to Jesus? • Why is Jesus being God's promised King important to the world? • How does Jesus use his authority? • How do different people respond to Jesus as King? • How does being part of God's kingdom change the lives of those who trust Jesus?
Outcomes	See Appendix 2

TERM 3	UNIT 3
Topic	Peter in Acts: Good news that changes the world
Duration	Term 3 (8 lessons)
Focus	Students will consider the following questions: • What is Peter's role in God's plan for people? • How did the good news of Jesus spread immediately after the death, resurrection and ascension of Jesus? • What pieces of information are vital components of the good news about Jesus? • What changes does the good news of Jesus provoke in people? • If mission is ultimately God's work, what role do Christians play? • How can God's people today be sure that his message will continue to spread?
Outcomes	See Appendix 3

TERM 4	UNIT 4
Topic	Jonah: The authentic life
Duration	Term 4 (8 lessons)
Focus	Students will consider the following questions: • What is a Christian world view? • What is Jonah's world view and does he live in a way that is consistent with it? • Am I consistent in living out my own world view? • How can I live in a world with others of a different world view?
Outcomes	See Appendix 4

APPENDIX 1
Outcomes for Unit 1—Think Faith 4B

UNDERSTANDING

Students will be able to:

- explain how the Bible fits together into one coherent story
- explain how Jesus is at the centre of the biblical story
- identify Jesus' role in creation
- critique the view that God deserves all glory
- describe the big story of the Bible
- explain how the death and resurrection of Jesus is the fulfilment of God's promises to his people.

ACQUISITION

Students will learn that Christians believe:

- the Bible tells one big story that points to Jesus
- Jesus was present at the creation of the world
- sin is the core problem of the biblical story, and that Jesus provides a solution to this problem
- Jesus is the eternal Saviour King.

SKILLS

Students will be able to:

- identify different components of the big story of the Bible
- use the Hand Method for exploring a Bible passage.

RELATING TO GOD

Students will understand that:

- Christians acknowledge that they are sinners who have fallen short of God's glory
- Christians believe that the Bible is living and active
- Christians believe that they are transformed by God's Spirit through reading the Bible
- Christians trust in what Jesus has done for them and recognise him as Saviour and Lord
- Christians are thankful for what Jesus has done
- Christians believe that God reveals himself to us through the Bible.

RELATING TO OTHERS

Students will understand that:

- Christians are called to show grace and love to others because of God's action towards them
- Christians acknowledge that sin has broken humanity's relationship with each other.

RELATING TO THE WORLD

Students will understand that:

- Christians look at the world through their Christian world view
- Christians acknowledge that sin has broken humanity's relationship with the world
- Christians relate to the world in hope of all creation being redeemed.

APPENDIX 2
Outcomes for Unit 2—Think Faith 4B

UNDERSTANDING

Students will be able to:

- explain how Jesus is the fulfilment of God's promises
- identify the different responses to Jesus in the Gospel of Matthew
- reflect on how Christians should treat God, others and the world because of Jesus' kingship
- distinguish between the 'now' and the 'not yet' of God's kingdom.

ACQUISITION

Students will learn that Christians believe:

- Jesus fulfils God's promises
- being part of God's kingdom influences the way you live your life
- Jesus has authority over everything.

SKILLS

Students will be able to:

- use critical thinking (with guidance) to understand a Bible passage
- compare and contrast the different reactions to Jesus' authority
- highlight the relationship between Old Testament promises and Jesus' words and life.

RELATING TO GOD

Students will understand that:

- Christians acknowledge that, without Jesus, they are sinners who have fallen short of God's glory
- Christians trust in what Jesus has done for them and recognise him as Saviour and Lord
- Christians are thankful for what Jesus has done
- Christians acknowledge that sin has broken humanity's relationship with God.

RELATING TO OTHERS

Students will understand that:

- Christians show grace and love to others because of God's action towards them
- Christians understand the importance of forgiveness and repentance in their relationships with God and others
- Christians acknowledge that sin has broken humanity's relationships.

RELATING TO THE WORLD

Students will understand that:

- Christians enjoy and cherish the life that God has given them
- Christians acknowledge that sin has broken humanity's relationship with the world
- Christians understand that they may need to suffer as a result of their faith in Jesus.

APPENDIX 3
Outcomes for Unit 3—Think Faith 4B

UNDERSTANDING

Students will be able to:

- understand that Peter's role in God's mission was to build up the early church by preaching the truth about Jesus
- understand that God's mission continues today as God's people empowered by God's Spirit share the news about Jesus
- understand that proclamation of the message of good news is central to Christian mission
- understand that the early church grew through the proclamation of this message, not through military action, political conquests, or other means
- understand that the message of good news is central to every authentic Christian community, whether that be a Christian community in Acts or a church today
- understand that mission is ultimately God's work and Christians are called to participate in it, even when they are faced with difficulty and suffering.

ACQUISITION

Students will learn that Christians believe:

- Acts is the second volume of Luke-Acts, with a focus on the work of Jesus and the Spirit following the death, resurrection and ascension of Jesus
- the first section of Acts is primarily concerned with the growth of the early church and the role of the Apostle Peter
- Peter was transformed radically by the Holy Spirit and given courage to share the news about Jesus even in the face of difficulties
- the early church grew rapidly through God's people empowered by God's Spirit
- God used Peter to confirm that the good news about Jesus is for all people, not just those who were originally part of God's family
- belonging to God's family is a matter of faith rather than ethnicity.

SKILLS

Students will be able to:

- recognise the role of the Holy Spirit in empowering God's people and spreading the news about Jesus
- describe the role of Peter in the spread of the gospel and the growth of the early church
- use the Speech Marks scaffold to annotate extended speeches in the Bible
- explain some basic links between Jesus and Old Testament figures and prophecies
- articulate the connections between Jesus and God's redemptive purposes for the whole world
- personally reflect on their own response to Jesus, God's mission, Peter's actions, and the Holy Spirit.

RELATING TO GOD

Students will understand that:

- Christians believe Jesus is the Son of God who died on the cross to pay the price for the sins of all humanity
- Jesus offers forgiveness to all who are willing to trust in him
- people change dramatically when they respond to God's word and seek to be imitators of Jesus
- Christians believe that God's Holy Spirit dwells in his people and empowers them for his mission to the ends of the earth
- Christians believe that God wants his message about Jesus to reach the ends of the earth.

RELATING TO OTHERS

Students will understand that:

- when God brings people into his family, he places them into a community with others in which they serve, love and encourage one another
- churches today are based on the same message that Peter and the other apostles preached
- Christians share the news about Jesus with others
- growing like Christ often happens in the context of Christian communities
- the Christian message breaks down ethnic barriers by placing people of different cultures and backgrounds within the same communities.

RELATING TO THE WORLD

Students will understand that:

- Christians believe that the news about Jesus is important for everybody and still relevant today, regardless of where they live or their cultural context
- Christians believe that God wants them to tell others about this important news
- Christians believe that God's mission to the world is unstoppable, even when it faces strong resistance
- Christians believe that it is important to stand firmly in their belief, even in the face of suffering and persecution.

APPENDIX 4
Outcomes for Unit 4—Think Faith 4B

UNDERSTANDING

Students will be able to:

- explain their own world view in simple terms in categories of origin, meaning, morality and destiny
- reflect on living out a personal world view
- identify a Christian world view and whether someone is living by it
- distinguish between different world views.

ACQUISITION

Students will learn that Christians believe:

- God made the world (origin)
- God gives meaning and purpose to our lives (meaning)
- God gives us moral standards to live by (morality)
- God gives eternal life after death (destiny)
- humans fail to completely live by their world view
- God offers forgiveness and eternal life with him through faith in his Son, Jesus Christ.

SKILLS

Students will be able to:

- use critical thinking (with guidance) to understand a Christian world view
- compare and contrast the different world views people live by
- learn to respect and appreciate other world views.

RELATING TO GOD

Students will understand that:

- Christians are guided in their decision-making and ethics by God's word, the Bible
- Christians believe that faith impacts every aspect of a Christian's life
- Christians trust in what Jesus has done for them and recognise him as Saviour and Lord
- Christians are thankful for what Jesus has done
- Christians believe that God reveals himself to people through his word
- Christians acknowledge that sin has broken humanity's relationship with God.

RELATING TO OTHERS

Students will understand that:

- Christians acknowledge that sin has broken humanity's relationships
- Christians show grace and mercy to others because of God's action towards them
- Christians understand the importance of forgiveness and repentance in their relationships with God and others
- Christians believe that they should attempt to do good for all people
- Christians understand that God does not play favourites.

RELATING TO THE WORLD

Students will understand that:

- Christians recognise that there is diversity in the world
- Christians understand they need to testify to a world that has rebelled against God
- Christians relate to the world in hope of all creation being redeemed
- Christians often do not feel quite at home in the world.

THINK FAITH

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STAGE 5A

SCOPE AND SEQUENCE



TERM 1	UNIT 1
Topic	Exodus: Moses the shadow; Jesus the fulfilment
Duration	Term 1 (9 lessons)
Focus	Students will consider the following questions: • Why are the stories of the Old Testament worth knowing? • How is Jesus greater than Moses? • How do the stories of Moses help us to know what God is like? • Why is Jesus a leader worth knowing about?
Outcomes	See Appendix 1

TERM 2	UNIT 2
Topic	Luke (1): An unexpected Saviour
Duration	Term 2 (9 lessons)
Focus	Students will consider the following questions: • What was Jesus trying to achieve through his mission on earth? • Do Jesus' mission and ministry have any relevance today? • Why do the Gospels focus so much on Jesus' death? • How does Luke see Jesus as special?
Outcomes	See Appendix 2

TERM 3	UNIT 3
Topic	Luke (2): Jesus teaches his disciples how to follow him
Duration	Term 3 (8 lessons)
Focus	Students will consider the following questions: • What do followers of Jesus do? • Why do followers of Jesus want to imitate him? • What does it mean when the Bible talks about people being lost?
Outcomes	See Appendix 3

TERM 4	UNIT 4
Topic	A full life: Jesus gives meaning to the world
Duration	Term 4 (8 lessons)
Focus	Students will consider the following questions: • Where do we find meaning in our lives? • Why can life be such hard work? • What can help us endure the ups and owns of life? • How do I make sense of Christian suffering? • Where does a Christian find meaning in life?
Outcomes	See Appendix 4

APPENDIX 1
Outcomes for Unit 1—Think Faith 5A

UNDERSTANDING

Students will be able to:

- critique the idea that God is sovereign and in control
- reflect on how the Bible explains that God is intimately concerned with the world, and judges and redeems his people
- explain how the Exodus story is all part of God's plan in the Bible
- apply their understanding of the biblical narrative to the world we live in today
- explain the importance of an understanding of the historical detail in the Bible
- interpret the Old Testament in the light of the New, and the New Testament in the light of the Old
- reflect on a biblical understanding of salvation, judgement and freedom.

ACQUISITION

Students will learn that Christians believe:

- there are similarities between the ministries of Moses and Jesus
- historical details are present in the Exodus and Gospel narratives
- salvation is a product of God's mercy shown to his people in their helplessness
- salvation is achieved through judgement and sacrifice
- God saves his people so they can properly worship him
- we can trust the Gospels and the Bible.

SKILLS

Students will be able to:

- connect the stories of the Old Testament with the metanarrative of the Bible
- analyse and explain the ways in which particular texts relate to their cultural experiences and the culture of others
- analyse and describe the ways texts sustain or challenge established cultural attitudes and values.

RELATING TO GOD

Students will understand that:

- Christians acknowledge that they are sinners who have fallen short of God's glory
- Christians love God
- Christians trust in what Jesus has done for them and recognise him as Saviour and Lord
- Christians believe that God reveals himself to us through his word, the Bible
- Christians acknowledge that sin has broken humanity's relationship with God.

RELATING TO OTHERS

Students will understand that:

- Christians acknowledge that sin has broken human relationships.

RELATING TO THE WORLD

Students will understand that:

- Christians acknowledge that sin has broken humanity's relationship with the world
- Christians often do not feel quite at home in the world
- Christians know they need to testify to a world that has rebelled against God
- Christians accept that they may need to suffer for the profession of their faith in the world.

APPENDIX 2
Outcomes for Unit 2—Think Faith 5A

UNDERSTANDING

Students will be able to:

- explain how Jesus' life and mission links into the Old Testament narrative
- empathise with characters in the text who are helpless but whom Jesus helps
- reflect on Jesus' looking out for the 'little person', and his indiscriminate grace
- interpret the meaning of Jesus' death through the lens of the Passover
- critique alternative views of the kingdom of God that are unconnected to Jesus' death on the cross
- reflect on the fact that Jesus' mission continues now in the preaching of the gospel.

ACQUISITION

Students will learn that Christians believe:

- Jesus' mission was promised by Scripture
- Jesus turned the world upside down by coming to the weak and the powerless
- God's plan in Jesus is more than a story and actually works out in human history
- the turning point in Jesus' ministry was when Peter acknowledged Jesus to be the Messiah
- Jesus' mission was achieved on the cross
- Jesus' mission continued in the ministry of his disciples.

SKILLS

Students will be able to:

- connect the stories of the Old Testament with the metanarrative of the Bible
- analyse and explain the ways in which particular texts relate to their cultural experiences and the culture of others
- analyse and describe the ways texts sustain or challenge established cultural attitudes and values.

RELATING TO GOD

Students will understand that:

- Christians trust in what Jesus has done for them and recognise him as their Messiah and King
- Christians are thankful for what Jesus has done
- Christians believe that God reveals himself to us through his word.

RELATING TO OTHERS

Students will understand that:

- Christians show grace and love to others because of God's action towards them
- Christians understand the importance of forgiveness and repentance in their relationships with God and others
- Christians understand that God does not play favourites.

RELATING TO THE WORLD

Students will understand that:

- Christians look at the world through their Christian world view
- Christians understand they need to testify to a world that has rebelled against God
- Christians understand that they may need to suffer for the profession of their faith in the world.

APPENDIX 3
Outcomes for Unit 3—Think Faith 5A

UNDERSTANDING

Students will be able to:

- explain that a relationship with Jesus is formed by his grace and not human effort
- reflect on the implications for their life of the understanding that Jesus will return again
- reflect on the meaning of sacrifice.

ACQUISITION

Students will learn that Christians believe:

- people don't choose to follow Jesus so much as he calls them to follow him
- the life of a follower of Jesus is one that looks a lot like Jesus' life
- followers of Jesus know that they are totally reliant on him and express that in prayer
- the follower of Jesus waits for his coming again and lives expectantly
- the follower of Jesus delights that he seeks and saves the lost
- the follower of Jesus trusts in him for everything.

SKILLS

Students will be able to:

- identify how aspects of Jesus' life correspond to the way Christians live
- analyse parables
- analyse and explain the ways in which particular texts relate to their cultural experiences and the culture of others
- analyse and describe the ways texts sustain or challenge established cultural attitudes and values.

RELATING TO GOD

Students will understand that:

- Christians keep God's commands
- Christians are guided in their decision-making and ethics by God's word
- Christians believe that faith impacts every aspect of a Christian's life
- Christians pursue a relationship with God through prayer, worship, service and reading his word.

RELATING TO OTHERS

Students will understand that:

- Christians show grace and love to others because of God's actions towards them
- Christians understand the importance of forgiveness and repentance in their relationships with God and others
- Christians understand that God does not play favourites.

RELATING TO THE WORLD

Students will understand that:

- Christians delight in God's world
- Christians understand that suffering and perseverance is part of God's world
- Christians care for those who are in need
- Christians understand that they may need to suffer for the profession of their faith in the world.

APPENDIX 4
Outcomes for Unit 4—Think Faith 5A

UNDERSTANDING

Students will be able to:

- describe the ways in which Christians believe that life with God is a full, abundant life
- identify how humans often pursue meaningless tasks to find purpose
- recognise that humans often have no choice but to work on seemingly meaningless tasks to survive
- explain how Jesus' resurrection from death brings purpose and meaning to life
- identify the motivation that Christians have to live holy lives in response to God's grace
- recognise that Christians accept that suffering is a part of life, while confidently looking forward to an eternity without suffering.

ACQUISITION

Students will learn that Christians believe:

- life can feel futile and frustrating but Jesus offers an abundant life even in their frustrations and disappointments
- it is not bad for a person to pursue an interest, but this is not where ultimate meaning comes from
- there is hope in the life, death and resurrection of Jesus
- following Jesus results in a growing desire to live a righteous life prompted by the grace shown by God
- there are times when Christians must accept that they will suffer for the name of Christ.

SKILLS

Students will be able to:

- assess different approaches for finding life's meaning and purpose
- analyse and explain the ways in which humans try to find meaning to life in daily activities
- evaluate how the Christian faith provides answers to the world view questions of origin, meaning, morality and destiny.

RELATING TO GOD

Students will understand that:

- Christians love God
- Christians are guided in their decision-making and ethics by God's word
- Christians believe that faith impacts every aspect of a Christian's life.

RELATING TO OTHERS

Students will understand that:

- Christians love each other
- Christians care for one another
- Christians understand the importance of forgiveness and repentance in their relationships with God and others
- Christians understand that God does not play favourites
- Christians participate in a Christian community.

RELATING TO THE WORLD

Students will understand that:

- Christians delight in God's world
- Christians are called to be good stewards of God's world
- Christians understand that suffering and perseverance is part of God's world
- Christians care for those who are in need
- Christians understand that they may need to suffer for the profession of their faith in the world.

THINK FAITH

CEP
CHRISTIAN EDUCATION
PUBLICATIONS

STAGE 5B

SCOPE AND SEQUENCE



TERM 1	UNIT 1
Topic	Many genres, one story: God's lifesaving actions for the world
Duration	Term 1 (9 lessons)
Focus	Students will consider the following questions: • How do the different genres of the Bible help us to understand God's lifesaving actions for the world? • How do different genres help us to understand the nature of God? • How do we read different genres of the Bible?
Outcomes	See Appendix 1

TERM 2	UNIT 2
Topic	John: Jesus is the unexpected life-giver
Duration	Term 2 (8 lessons)
Focus	Students will consider the following questions: • How does Jesus give life to the world? • How should being a follower of Jesus change the way a person lives? • How does John's Gospel signpost that Jesus is the Messiah, the Son of God, and the source of life? • How can knowing Jesus help when life seems out of control?
Outcomes	See Appendix 2

TERM 3	UNIT 3
Topic	Ephesians: United with Jesus and each other
Duration	Term 3 (8 lessons)
Focus	Students will consider the following questions: • If Jesus forgives people, why does what they do matter? • Why do people go to church? • What is the good life? • What is God's grace all about? • What is prayer? • Why do people pray? • What is the new life Jesus calls people to? • Why should Christians persevere in their beliefs?
Outcomes	See Appendix 3

TERM 4	UNIT 4
Topic	Daniel: Living wisely in God's world
Duration	Term 4 (8 lessons)
Focus	Students will consider the following questions: • How should a Christian with a Christian world view live while under the rule of another world view? • When should I conform or not conform to my culture? • What are my guiding principles for life that overrule my culture? • What is my source of power and strength to hold fast to these world view principles?
Outcomes	See Appendix 4

APPENDIX 1
Outcomes for Unit 1—Think Faith 5B

UNDERSTANDING

Students will be able to:

- identify and describe the different genres of the Bible
- show how different styles of writing help to reveal who God is
- explain how the different genres strengthen the reliability of the Bible
- describe what the different genres of the Bible have revealed to them about who God is
- identify that there is one metanarrative that pulls the different genres together
- explain the uniting story of God's lifesaving actions for the world.

ACQUISITION

Students will learn that Christians believe:

- God's character is consistently revealed using different genres in the Bible
- Jesus is at the centre of God's lifesaving actions for the world
- all the genres of the Bible point towards the saving work of Jesus Christ
- while the four Gospel writers all wrote their Gospels to reveal who Jesus is, they had different purposes for writing
- God takes sin seriously
- God wants to restore humanity's relationship with him.

SKILLS

Students will be able to:

- use critical thinking (with guidance) to understand a Bible passage
- use the NEWS Bible-reading strategy
- analyse and explain how different biblical texts reveal God's saving actions for the world
- connect the genres of the Bible with the metanarrative of the Bible.

RELATING TO GOD

Students will understand that:

- Christians believe that God reveals himself to us through his word
- Christians believe that God's word is living and active
- Christians are guided in their decision-making and ethics by God's word
- Christians acknowledge that sin has broken humanity's relationship with God
- Christians trust in what Jesus has done for them and recognise him as Saviour and Lord.

RELATING TO OTHERS

Students will understand that:

- Christians acknowledge that sin has broken human relationships
- Christians understand that God does not play favourites
- Christians understand the importance of forgiveness and repentance in their relationships with God and others.

RELATING TO THE WORLD

Students will understand that:

- Christians look at the world through their Christian world view
- Christians relate to the world in hope of all creation being redeemed.

APPENDIX 2
Outcomes for Unit 2—Think Faith 5B

UNDERSTANDING

Students will be able to:

- describe how Jesus was with God from the beginning
- explain how Jesus' signs point to who he says he is
- explain the connection between faith and glory
- explain the relationship between grace and atonement
- explain why John describes Jesus as the Word
- identify how the narrative in John's Gospel helps to show that Jesus is the Messiah and the Son of God
- identify how being a follower of Jesus changes the way a person treats God, others and the world.

ACQUISITION

Students will learn that Christians believe:

- Jesus is the Son of God who gives believers eternal life
- Jesus has power over death
- Jesus is the good shepherd who was prophesied about in the Old Testament
- John was an eyewitness to Jesus' ministry
- Jesus comforts them when they feel troubled.

SKILLS

Students will be able to:

- use critical thinking (with guidance) to understand a Bible passage
- use the 4-3-2-1 Look strategy for exploring text
- explore and understand the use of metaphors.

RELATING TO GOD

Students will understand that:

- Christians believe that they can know God through Jesus Christ
- Christians trust in what Jesus has done for them and recognise him as Saviour and Lord
- Christians believe that Jesus' power is working in their lives to change them
- Christians acknowledge that sin has broken humanity's relationship with God.

RELATING TO OTHERS

Students will understand that:

- Christians believe that exploring the Bible together and conversing with others can strengthen our understanding about Jesus
- Christians participate in a Christian community by learning from the Bible together
- Christians acknowledge that sin has broken humanity's relationships.

RELATING TO THE WORLD

Students will understand that:

- Christians recognise that God is the creator of the world
- Christians acknowledge that the world is not the way it originally was at creation due to the effects of sin
- Christians find comfort in difficult situations in their own lives and the world around them by thinking about the future that has been secured for them through Jesus' death and resurrection
- Christians relate to the world in hope of all creation being redeemed.

APPENDIX 3
Outcomes for Unit 3—Think Faith 5B

UNDERSTANDING

Students will be able to:

- explain the difference between an Epistle and a Gospel
- understand that the gospel message impacts the way that Christians live their lives
- consider how people can live harmoniously with one another in love
- explain the relationship between unity with Jesus and unity with his people
- explain the relationship between grace and works
- reflect on their life and consider how they could use it for the good of others.

ACQUISITION

Students will learn that Christians believe:

- Ephesians is written to Christian believers then and now
- there is a relationship between grace and works
- the book of Ephesians outlines key attributes of Jesus
- ideas about the body of Christ are found in the word of God
- the Bible outlines the relationship between God the Father and Jesus
- their lives should be shaped by the redemptive work of Christ and his continual Lordship.

SKILLS

Students will be able to:

- use critical thinking (with guidance) to understand a Bible passage
- use critical thinking (with guidance) to understand other people's opinions.

RELATING TO GOD

Students will understand that:

- Christians are called to keep God's commands
- Christians acknowledge that they are sinners who have fallen short of God's glory
- Christians believe that they are transformed by God's Spirit through reading God's word
- Christians are guided in their decision-making and ethics by God's word
- Christians believe that faith impacts every aspect of a Christian's life
- Christians trust in what Jesus has done for them and recognise him as Saviour and Lord
- Christians believe that Jesus' power is working in their lives to change them
- Christians pursue a relationship with God through prayer, worship, service and reading his word
- Christians believe that God reveals himself to us through his word, the Bible
- Christians believe that they are blessed in Christ with adoption, redemption and forgiveness
- Christians acknowledge that sin has broken humanity's relationship with God
- Christians believe that they receive the blessings that flow from knowing God entirely as a gift, and not as something they have earned
- relating to God often occurs within the context of Christian community.

RELATING TO OTHERS

Students will understand that:

- Christians are called to love and care for each other
- Christians are called to show grace and love to others because of God's action towards them in Jesus
- Christians understand the importance of forgiveness and repentance in their relationships with God and others
- Christians are called to show generous hospitality to all
- Christians participate in a Christian community
- Christians believe that they should attempt to do good for all people
- Christians understand that God does not play favourites
- Christians acknowledge that sin has broken humanity's relationships.

RELATING TO THE WORLD

Students will understand that:

- Christians delight in God's world
- Christians look at the world through their Christian world view
- Christians enjoy and cherish the life that God has given them
- Christians acknowledge that sin has broken humanity's relationship with the world
- Christians recognise that there is diversity in the world
- Christians understand that suffering and perseverance is part of living in this world
- Christians often do not feel quite at home in the world
- Christians believe they need to testify to a world that has rebelled against God
- Christians understand that they may need to suffer for the profession of their faith in the world.

APPENDIX 4
Outcomes for Unit 4—Think Faith 5B

UNDERSTANDING

Students will be able to:

- explain what the term 'world view' means
- explain the key elements of a Christian world view
- explain their personal world view
- see how a world view determines how people live life
- explain some of the book of Daniel from the Old Testament.

ACQUISITION

Students will learn that Christians believe:

- that everyone has a world view and that there are many world views
- they often feel pressured to conform to other world views
- they are called to invite others to consider their world view as truth
- they might suffer for holding such a world view
- that a transformed and changing life is the normal work of Jesus in people's lives
- prayer shows humble dependence on Jesus.

SKILLS

Students will be able to:

- use the four concepts of origin, destiny, meaning and morality to understand a person's world view
- articulate their own world view using the ideas of origin, destiny, meaning and morality.

RELATING TO GOD

Students will understand that:

- Christians acknowledge that they are sinners who have fallen short of God's glory
- Christians trust in what Jesus has done for them and recognise him as Saviour and Lord
- Christians love God in response to his love for them
- Christians are guided in their decision-making and ethics by God's word
- a Christian's faith in Jesus impacts every aspect of their life
- Christians believe that Jesus' power is working in their lives to change them
- Christians aim to keep God's commands
- Christians are thankful for what Jesus has done.

RELATING TO OTHERS

Students will understand that:

- Christians acknowledge that sin has broken humanity's relationships
- Christians are called to love each other
- Christians are called to care for one another
- Christians are to show grace and love to others because of God's action towards them
- Christians understand the importance of forgiveness and repentance in their relationships with God and others
- Christians use their gifts to serve others
- Christians believe that they should attempt to do good for all people.

RELATING TO THE WORLD

Students will understand that:

- Christians acknowledge that sin has broken humanity's relationship with the world
- Christians know we now live in a broken world
- Christians are called to be good stewards of God's world
- Christians look at the world through their Christian world view
- Christians enjoy and cherish the life that God has given them
- Christians recognise that there is diversity in the world
- Christians understand that suffering and perseverance are part of God's fallen world
- Christians care for those who are in need
- Christians relate to the world in hope of all creation being redeemed
- Christians often do not feel quite at home in the world
- Christians understand they need to testify to a world that has rebelled against God
- Christians understand that they may need to suffer for the profession of their faith in the world.