

Scope and sequence

Search 1 (Green series)

| Unit | Session | Purpose | Values | Student experience | Biblical basis | Biblical reference | Application to student |
|------|---------|--|--|---|---|---|--|
| 1 | 1 | For students to be introduced to Christian religious education (CRE) and their CRE teacher and to begin to understand that Jesus is someone worth knowing and following. | Confidence Trust Respect | Getting to know one another and their CRE teacher. | Discovering that Simon Peter recognised Jesus as a person worth knowing and following, and that people today can get to know Jesus, too. | John 1:35–42 Mark 1:16–20 | Understanding that CRE is a time when they can learn more about God, Jesus and each other. |
| | 2 | For students to understand that as Simon Peter got to know Jesus he discovered that Jesus was not just an ordinary man, and for them to begin to consider who they think Jesus is. | Honesty Understanding Tolerance and inclusion Community | Getting to know one another further and naming some positive characteristics of themselves and others. | Discovering through the story of Simon Peter that Jesus teaches and acts with God's authority and power. | Mark 1:21–22 Mark 1:29–31 Mark 4:1–2a Mark 4:35–41 | Understanding that Christians believe Jesus was not just an ordinary man and beginning to consider who they think Jesus is. |
| | 3 | For students to understand that Simon Peter recognises Jesus to be God's Son, as do Christians today, and to consider further what they believe about Jesus. | Respect Freedom Discernment Trust | Naming characteristics of people worthy of respect. | Examining the account of the miracle of Jesus feeding the crowd and Simon Peter's declaration that Jesus is the Messiah, the Son of the living God. | Matthew 14:13–21 Matthew 16:13–16 Matthew 16:21 | Understanding that Christians believe that Jesus is God's Son and considering what they believe about Jesus. |
| 2 | 1 | For students to understand, through the story of Peter denying and deserting Jesus, the Christian belief that Jesus died so people can know God's forgiveness. | Care and compassion Trustworthiness Grace | Recalling and imagining how it feels to let someone down. | Discovering, through the story of Peter, that Christians believe Jesus died so that all people can be forgiven for the things they do wrong. | Mark 8:31–32 Mark 10:32–34 Mark 14:26–15:47 | Understanding that all people need forgiveness and that Christians believe Jesus' death makes this possible, and by giving examples of ways they can say sorry to God and to others. |
| | 2 | For students to understand, through the story of Peter's personal experience of Jesus' resurrection and forgiveness, what it means to be forgiven and to receive a fresh start. | Forgiveness Compassion Joy and hope | Recalling how it feels to have done something wrong and to wish for forgiveness and imagining or recalling how it feels to be forgiven. | Discovering Peter's excitement at Jesus being risen and Peter's experience of forgiveness and a new start in life. | Mark 16:1–7 John 20:19–20 John 21:1–17 | Understanding the Christian belief that, because of Jesus' death and resurrection, people can ask for and receive God's forgiveness. |
| 3 | 1 | For students to understand the Christian belief that children matter to God and how this belief can affect the way we regard one another. | Fair go Respect Inclusion Acceptance Tolerance | Participating in an affirming activity that encourages students to make others welcome. | Discovering that Jesus welcomed children and showed that children matter to God. | Mark 10:13–16 | Understanding that, if they believe children matter to God, they will respect and include each other. |
| | 2 | For students to understand that all people matter to God, including people who are vulnerable. | Trust Freedom Safety Reliability | Identifying scenarios in which someone is vulnerable. | Discovering, through the account of David welcoming Mephibosheth, that vulnerable people matter to God. | 2 Samuel 9:1–13 | Understanding the Christian belief that, when people feel lonely, afraid, sick or helpless, God is ready to help, together with friends and family. |

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| | 3 | For students to learn that a child's trust in God is significant. | Doing your best Openness Creativity Resourcefulness Faith | Understanding what it means to make a contribution. | Learning, through the story of Naaman being healed, that a child's trust in God is significant. | 2 Kings 5:1–10 2 Kings 5:14–15a | Understanding how a child's trust in God can make a real difference to their and others' lives. |
| 4 | 1 | For students to understand that Christians value the Bible because it shows them what God is like and reveals God's purposes and guidelines for people. | Respect Excellence | Identifying some things that are valuable because of the help they provide. | Discovering, through the biblical account of King Josiah uncovering and reinstating the Hebrew law, that the Bible is a valuable book. | 2 Kings chapters 22 and 23 | Understanding the Christian belief that the Bible is valuable today because it tells who God is and how people can live God's way. |
| | 2 | For students to understand that Christians believe the Bible was written down over many centuries by people who were inspired by God to do so. | Respect Excellence Trustworthiness | Recalling their experience of hearing and recording important information. | Discovering, through the story of Jeremiah's scroll, that Christians believe the Bible was written by many authors, under the care and guidance of God. | Deuteronomy 4:9–14 Deuteronomy 6:4–9 Jeremiah 36 2 Timothy 3:14–16 | Understanding that Christians believe the Bible is not just an ordinary book but was written under God's guidance by many people over many centuries. |
| | 3 | For students to understand that the Bible has an overarching story that Christians believe is relevant today. | Responsibility Doing your best | Recalling what they have learned about how the Bible was written. | Discovering, through Luke's letters to Theophilus, that the Bible has an overarching story: God's good news for people. | Luke 1:1–14 Acts 1:1a Acts 8:26–35 2 Peter 1:20–21 | Understanding that Christians believe the Bible's message of God's good news is relevant to people today. |
| | 4 | For students to understand that the Bible provides a way to learn about who God is and about God's good news for people. | Responsibility Doing your best | Recalling information learned in this unit about the Bible. | Learning to locate selected sections of the Bible using the Bible's Contents page and the chapter and verse notation. | Psalms 119:105 Hebrews 4:12 | Understanding that they can find and read the different parts of the Bible for themselves. |
| 5 | 1 | For students to understand the belief that each person can play a part in bringing about God's greater purposes for the world. | Courage Doing your best Faith Caring for others Openness to being helpful | Recognising how a small action can have a great effect. | Recounting how Miriam played a small but significant part in God's plan to save baby Moses, who would one day lead the Hebrew people out of slavery. | Exodus 1 Exodus 2:1–10 | Understanding the belief that when people live God's way, they play a part in God's 'big plan' for the world, and contribute to the overall good of others. |
| | 2 | For students to understand the belief that God calls ordinary people and equips them to play their part in God's purposes. | Self-confidence Doing your best Faith Courage | Recalling times when they have felt unequal to a task. | Recalling that God equipped Moses to do great things as part of God's 'big plan' for the world. | Exodus 2:11–4:31 Exodus 3:1–4:17 | Suggesting ways people today can find help and courage to live God's way every day. |
| | 3 | For students to understand the Christian belief that God is greater than the strongest opposition. | Faith Perseverance Courage | Identifying times when individuals or groups of people experience tough times. | Recalling that even when things seemed overwhelming to Moses and the Hebrew people, God was still in control. | Exodus 4:19 Exodus chapters 5–12 Psalm 56:3 | Understanding that Christians believe that God can be trusted and is there for them in all circumstances. |
| | 4 | For students to understand that, for many people, trusting God gives real hope for the future. | Celebration Freedom Gratefulness Trust | Listing times of both family and community celebration. | Recounting the story of God's dramatic rescue of the Hebrew people at the Red Sea, an event that has been celebrated through the centuries. | Exodus 13:17–14:31 Exodus 15:1–19 Exodus 15:20–21 | Understanding that recalling what God has done in the past helps people to trust God today. |

Scope and sequence

Search 2 (Green series)

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| 6 | 1 | For students to understand that God offers a welcome to everyone, because he loves everyone. | Acceptance Tolerance Fair go Respect Self-acceptance | Identifying ways others welcome them. | Understanding, through exploring the story of Zacchaeus meeting Jesus, that God loves everyone, including unpopular people, and is welcoming to all. | Luke 19:1–10 | Exploring how they can choose to be inclusive of others and to be welcoming. |
| | 2 | For students to understand that God wants people to show love to others and wants people to experience love. | Care and compassion Tolerance Thoughtfulness | Exploring what a 'neighbour' is in a community context and, in particular, what a 'good neighbour' is. | Understanding the story of the Good Samaritan and Jesus' teaching that we should treat all types of people with kindness. | Luke 10:25–37 | Noting possible opportunities to be 'Good Samaritans' in everyday life. |
| | 3 | For students to understand that Jesus prayed for the help and resilience to live God's way and that we, too, can pray anywhere and at any time. | Forgiveness Reconciliation Reverence Faith | Understanding that it can be hard for people to live God's way but they can ask for help. | Understanding that Jesus gave the example of the Lord's Prayer as a way for people to ask God for help to live God's way. | Matthew 6:5–15 | Identifying situations that they find difficult to handle alone and having the opportunity to participate in prayer-related activities. |
| | 4 | For students to understand that God has given them skills and talents that they can use to help others. | Doing your best Care and compassion Creativity | Identifying ways in which people use their skills to show care and compassion. | Understanding how God uses people like Tabitha in the New Testament account to help others in need. | Acts 9:36–43 | Recognising that their practical acts of kindness are an example of living God's way, and listing creative ways they can help others. |
| 7 | 1 | For students to understand the belief that God is a wonderful creator. | Respect Orderliness Creativity | Observing that creation advertises God. | Understanding the awesomeness of God's creation. | Psalms 8 Psalm 104:1–32 Romans 1:20 | Understanding that people have a responsibility to look after God's creation. |
| | 2 | For students to understand how the story of a loving father tells us more about God. | Forgiveness Love Patience | Observing that there are many ways to describe things and there are many ways of describing God. | Understanding that one way to describe God is as a welcoming father. | Luke 15:11–24 | Listing choices that they need to be forgiven for, and ways to forgive others. |
| | 3 | For students to explore the idea that God cares for each individual and takes the initiative in the relationship. | Care and compassion Uniqueness | Identifying times in their lives when they were lost and what it felt like to be lost. | Understanding that God cares for each of them and will not give up on them. | Luke 15:1–7 | Recognising that they can be aware of God's loving presence and care at all times. |
| 8 | 1 | For students to learn who Jesus is and why he is worth knowing. | Integrity Honesty and trustworthiness | Examining the attributes of people who are worth knowing and having as friends. | Discovering some of the things that Jesus did in his ministry which showed his care, power and authority. | Mark 1:21–22 Mark 1:27–28 Mark 1:29–31 Mark 1:15 Mark 4:35–41 | Understanding why Jesus is worth knowing. |

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| | 2 | For students to understand that Jesus' teaching shows us what God is like and how he wants us to live. | Respect Honesty Care and compassion Forgiveness | Investigating and understanding who is worth listening to. | Understanding that Jesus' teaching was from God and is important to people today, as it was to people in Jesus' time. | Mark 1:21–22 Mark 12:28–31 Matthew 7:24–27 | Examining some of Jesus' teaching, and understanding that they can choose to follow Jesus in their life. |
| | 3 | For students to realise that they can talk with Jesus and that he is worth talking to. | Faith Humility | Thinking about and listing people who they talk with about various aspects of their life, and when and why they talk with these people. | Discovering why and when people can talk to Jesus. | Philippians 4: 5b–7 | Exploring what they can pray about and writing some prayers. |
| 9 | 1 | For students to recognise why we have rules and why God's rules are good. | Responsibility Care Respect | Examining why rules are necessary in school situations. | Discovering that God gave the Ten Commandments to the Hebrew people to help them live together as God's people. | Exodus 19 Exodus 20:1–17 | Discovering what the Ten Commandments were and how they help people today to live God's way. |
| | 2 | For students to understand that God made people to work and rest. | Care Respect | Investigating different ways that they and other people in the community rest. | Investigating why God wants people to have a day of rest, celebration and worship and how God modelled this himself. | Exodus 20:1–17 Deuteronomy 5:1–21 Matthew 11:28 Mark 2:27–28 | Understanding that they can bring time for rest into their lives and participating in a restful and reflective activity. |
| | 3 | For students to understand that God does not want people to covet things but wants them to be content with who they are and what they have. | Contentment Care and compassion | Distinguishing between needs and wants, and listing things that are necessary for living in communities. | Understanding that God provides us with all that we need and does not want us to be greedy. | Exodus 20:1–17 Philippians 4:4–9, Philippians 4:11–13 Hebrews 13:5 | Reflecting on how valuable they are and building an appreciation of what they have. |
| | 4 | For students to explore the idea that God wants them to value others in their community and why it is important to do so. | Care Respect | Examining what it feels like to feel insecure and unvalued. | Understanding what Jesus said were the most important commandments. | Exodus 20:1–17 Matthew 22:35–40 | Noting ways they can apply Jesus' commandments by valuing and caring for others. |
| 10 | 1 | For students to understand that Christians believe Jesus' birth is a significant event that is worth celebrating. | Hope Joy Love | Listing ways big events are announced and celebrated. | Examining the account of Jesus' birth and why Christians celebrate this special event. | Luke 1:26–38 Luke 1: 47–49 Luke 2:8–20 | Understanding the true meaning of Christmas and how it can be celebrated in simple ways. |
| | 2 | For students to understand that Jesus' birth was eagerly awaited and celebrated at the time, and why the birth of Jesus is celebrated today. | Joy Hope Love | Understanding some of the Christmas customs and their significance. | Discovering, through the recount of Simeon and Anna's reaction, the significance of Jesus' birth. | Luke 2:21–38 Galatians 4:4–7 | Understanding that they can celebrate Jesus' birth and message of hope in special and significant ways. |