

# Scope and Sequence Trek 1 (Green series)

Unit	Purpose	Values	Biblical basis	Main point	Student experience	Application to student	Pedagogy issues
Introductory lesson: Finding out in CRE	For students to meet their new CRE teacher and to hear the Christian belief that we can find out about God.	Inclusion Friendship Inquiry	Psalms 19: 1–14, Psalm 139 and John 1: 1–5. God is able to be known.	God knows all about me. I can find out about God too.	Meeting their new CRE teacher and hearing that God knows all about us.	Hearing the Christian belief that we can learn about God from the world, from Jesus and from the Bible.	Students are learning that information comes from a variety of sources.
<b>Unit 1 Jesus the teacher</b>	For the students to be introduced to some of the stories and teachings of Jesus.						
Ask, seek, knock	For the students to understand that God is interested in our questions.	Inquiry Diversity Inclusion Respect	Matthew 7:7–11. Ask, seek, knock.	God welcomes our questions.	Formulating questions they would like to ask in CRE.	Hearing that God welcomes questions and inquiry.	At this level, questions and wondering are encouraged, recorded and shared, and become the basis for further learning.
Lost and found!	For students to understand that every person is important to God.	Respect Understanding, tolerance and inclusion	Luke 15: 8–10. The parable of the lost coin.	God treasures every single one of us. We are all important to God.	Identifying the teaching of the parable of the lost coin.	Hearing the Christian belief that each one of us is important to God.	Students explore a range of literary genres to identify their aim and audience.
From little things, big things grow	For students to understand that good things can result from small beginnings.	Equity Diversity Excellence	Matthew 13:31–32. The parable of the mustard seed.	God's kingdom has small beginnings.	Exploring what grows from seeds.	The small actions of students can have a significant, positive effect on their community and environment.	Students are beginning to think in terms of other people's feelings and needs.
It's not so easy!	For students to understand that correction and learning are part of living a fruitful life.	Excellence Perseverance Community and participation	John 15: 1–4. The vine and the branches	Fruitfulness, correction and learning are part of healthy living.	Identifying actions and behaviours that are like good fruit.	Tough times can be approached as opportunities for growth.	Students at this level are beginning to recognise that learning from mistakes and difficulties is an important attribute of being a good learner.
<b>Unit 2 Top qualities</b>	For the students to learn what God is like by looking at some of the experiences of David.						
The paddock, the path and the party	For the students to understand that God knows them and wants the best for them.	Trust Integrity Excellence	Psalms 23	God is like a caring shepherd.	Participating in an active retelling of Psalm 23.	Hearing the Christian belief that God knows and wants what is best for us.	Excellence involves aiming high and persevering in the face of difficulties.
Feelings matter	For students to understand that God understands how we feel.	Integrity Excellence/Doing your best	1 Samuel 24. David confronts Saul.	God understands how we feel.	Expressing a variety of emotions using facial expressions.	Understanding the Christian belief that God understands how we feel.	Students are learning to identify and manage their emotions.
It's party time!	For the students to understand the importance of celebrating and being thankful.	Celebration Community and participation	1 Chronicles 15:25–16:36. The sacred chest is brought to Jerusalem.	God is good. Let's celebrate God's goodness to us.	Choosing an event or achievement to celebrate with another.	Christians believe that God wants us to be thankful and celebrate His goodness to us.	Being thankful is an aspect of thinking reflectively.
Many hands make light work	For students to understand that people with different gifts and abilities need to work together to get the job done.	Community and participation Doing your best	1 Chronicles 22–28. David's preparations for building the temple.	We need to work together to get the job done.	Identifying what themselves and others are good at.	Hearing that people of all types of skills need to work together to get the job done.	Self-esteem is built when an individual's contribution is recognised and affirmed.

Unit	Purpose	Values	Biblical basis	Main point	Student experience	Application to student	Pedagogy issues
<b>Unit 3 Why did Jesus come?</b>	For the students to hear of three reasons Jesus came to live among us.						
Jesus: God kept His Promise	For students to understand that Jesus was sent to Earth as God promised.	Honesty and trustworthiness Integrity	Matthew 1:1, 22, 23; 2:1-6; 3:1-17. God kept this promise.	Jesus came to Earth as God's promised messiah and king.	Recording promises that they have made and kept.	Understanding that trustworthiness includes keeping our promises.	Students are learning that values influence our attitudes and behaviour.
Jesus: showing what God is like	For students to understand that Jesus showed God's love and power over nature by walking on water.	Faith Trust Compassion and care	Matthew 14:22-33. Jesus walks on the water.	Jesus came to live on the Earth to show us what God is like.	Participating in an active recount of the story. Choosing a way to show compassion and care to others.	Students are encouraged to look beyond themselves and care for those around them.	Care and compassion are values embodied in the Australian and New Zealand curricula.
Jesus: bringing good news	For students to understand that Jesus was sent to Earth to restore people to God. He wants the best for us—good news indeed!	Compassion and care Community and participation	Mark 8:2-26. Jesus heals a blind man.	Jesus came to bring good news to the world.	Using Braille script to decode a hidden message.	Understanding the Christian belief that the coming of Jesus is good news for all.	Students are learning to accept individual differences and to accept all students as learners.
<b>Unit 4 Good gifts for all</b>	For the students to explore the belief that each person in a community is important and has a part to play.						
The rescue boat	For students to understand that we can do different tasks for the benefit of others.	Service Community and participation Doing your best	Genesis 6:8-9:17. Noah and the big boat.	Noah obeyed God and built a boat. He used his hands to benefit others.	Listing ways that students can use their hands to help others.	Understanding the belief that manual skills are important and beneficial for others.	A variety of intelligences are now recognised as important and valid in education.
Let's build together	For students to understand that we can work together for the common good.	Community and participation Doing your best	Nehemiah chapters 1-4. The people build the wall under Nehemiah's direction.	Nehemiah encouraged the people to trust God as they worked together to rebuild the walls of Jerusalem.	Working together to complete a task.	The students are learning that they can work together for the benefit of their own group or others.	Students learn to work in pairs and in groups to complete set tasks.
Helping out	For students to understand that we all have a part to play in our community.	Community and participation Excellence	Acts 6:1-7. The early church.	We all have a part to play in our community.	Identifying the variety of jobs that are done in a community.	Recognising that all jobs in a community are important.	Students are learning the importance of participation in a healthy group or community.
<b>Unit 5 Easter</b>	For the students to participate in the celebration of the Christian Easter message.						
Here comes the King	For students to understand that Jesus was treated like a king as He rode into Jerusalem.	Respect Joy Hope	Mark 11:1-10 and Zechariah 9:9-10. Jesus enters Jerusalem.	Jesus is the promised King.	Discussing how important people are treated.	Respect is to be given to all, but especially to those who are important.	Students are learning how to be active and respectful members of their communities.
Jesus is alive!	For students to know that Jesus showed He was alive after His resurrection.	Hope Excellence Innovation, inquiry and curiosity	Matthew 28:1-10. The empty tomb	Easter is the time of the year when Christians celebrate that Jesus is alive.	Participating in an active retelling of the resurrection account.	Students understand the Christian belief that Jesus is alive and so is able to help us.	Students are learning to celebrate special cultural, local and community days in a responsible and active way.

# Scope and Sequence Trek 2 (Green series)

Unit	Purpose	Values	Biblical basis	Main point	Student experience	Application to student	Pedagogy issues
<b>Unit 6</b> <b>The ups and downs of families</b>	Families teach us to respect our parents, to make good choices and to serve others.						
<b>6.1</b> <b>Good things are for sharing</b>	For students to understand the Christian belief that God wants us to share good things with others as He does with us.	Community and participation Understanding, tolerance and inclusion	Luke 1: 39–56 Mary visits Elizabeth	Families and friends are to share and celebrate good things with others as God does with us.	Students choose one way to show kindness this week through words, actions or giving a gift.	Students are encouraged to choose to be kind in an unexpected way, helping them to focus on others.	A student's family history is one of the significant factors shaping their learning and development.
<b>6.2</b> <b>Here He is!</b>	For students to understand that respecting and obeying parents and caregivers is important for safety and learning.	Respect Obedience Integrity	Luke 2: 41–52 Jesus gets lost	Like Jesus, we should respect and obey our parents.	Identifying the people whom we respect and obey.	Understanding that parents and caregivers need to be obeyed to stay safe and to learn.	Secure and respectful relationships with familiar adults are fundamental to students' learning and development.
<b>6.3</b> <b>Best choice</b>	For students to explore the good choices and even better choices that can be made.	Diversity Care and compassion	Luke 10:38–42 Mary and Martha	Sometimes we have to make the choice between better and best.	Making the best choice in a range of scenarios.	Students are encouraged to think before they make decisions to ensure they make the best choice.	Students need to be encouraged to make choices to meet their needs and the needs of others in particular contexts.
<b>6.4</b> <b>At your service</b>	For students to understand that God wants us to serve others.	Friendship Understanding, tolerance and inclusion	Mark 10:35–45 James and John	Instead of looking for ways to be important we should look for ways to serve.	Using puppets to retell the story of two brothers who wanted to be treated better than others.	Understanding that serving others rather than being self-focused builds good relationships.	Developing an attitude of service is an important social skill that works to strengthen communities and groups.
<b>Bravo!</b>	God can help us be brave and do what is right.						
<b>7.1</b> <b>A girl who was brave</b>	For the students to understand that God can help us be brave and do what is right.	Trust Integrity Resilience	2 Kings 5: 1–7 Naaman's servant girl	God can help us be brave and do what is right.	Discussing the situations where students might need to be brave.	Understanding that it may be difficult to do what is right, but God has promised to help.	How students approach challenges is an important part of their learning.
<b>7.2</b> <b>We all need help</b>	For the students to understand the Christian belief that God wants us to seek help when we need it.	Respect Humility	2 Kings 5: 8–16 Naaman	God wants us to be willing to seek help.	Identifying those people who may be able to help them when they need it.	It is important for students to understand that it is good to seek and accept help when we need it.	Students reach out and communicate the need for comfort, assistance and friendship once they have established their self-identity.
<b>Unit 8</b> <b>A wonderful world</b>	The world God made is amazing. He wants us to care for it.						
<b>8.1</b> <b>Look at the sky</b>	For the students to understand that God formed the world and filled each part of it with variety and interdependence.	Ecological sustainability Excellence Innovation, inquiry and curiosity	Psalms 19: 1–4 Sky	God has made an amazing world. Look at the sky and be astounded.	Participating in a discussion about the ever-changing sky and how it reflects God's creativity.	Understanding the Christian belief that God created the world for the people who live in it.	This unit helps students to explore, solve problems, think and create.
<b>8.2</b> <b>Look at water</b>	For the students to understand that God formed a perfect world but many parts of it are being spoiled.	Ecological sustainability Caring for God's world Innovation, inquiry and curiosity	Psalms 104 Genesis 1:6–9 Ocean	God wants us to be careful not to spoil the world that He made.	Listing the ways that water in its various forms can be used in our world.	The students are learning that their actions affect the amount and quality of the world's water.	CRE offers an alternative meta-narrative of our view of the natural environment.

Unit	Purpose	Values	Biblical basis	Main point	Student experience	Application to student	Pedagogy issues
<b>8.3 Look at the earth</b>	For the students to understand that God formed the world and has entrusted it to human beings who must care for it.	Ecological sustainability Responsibility Innovation, inquiry and curiosity	Psalms 65:9–13 Earth	God wants us to care for the world He made.	Identifying the positive and negative actions we carry out and how they impact on the world.	The students realise that they can make a difference in their world by being considerate with its resources.	Committing to making the world a safer place to live is incorporated in the value of environmental sustainability.
<b>Unit 9 Let's talk!</b>	Talking to God, ourselves and others includes saying thanks, saying sorry, asking for help and being still.						
<b>9.1 Thank you!</b>	For the students to understand the importance of saying thanks to others, including God.	Innovation inquiry and curiosity Integrity Respect	Psalms 111 Luke 22:17–19	Just as we say thanks to people we meet each day, our talking with God should include saying thanks.	Practising saying 'thank you' in role-play situations. Taking turns to thank God for good things.	Understanding that it is good to thank God for the things we enjoy.	The acknowledgment and support of students' spirituality is integral to a holistic approach to their learning and development.
<b>9.2 Please help me!</b>	For students to understand that asking for help is a form of talking to others and to God.	Integrity Honesty and trustworthiness	Jonah 1 Jonah 2: 1-10 Jonah's prayer	Asking for help is a form of talking to others and to God.	Writing prayer requests for non-material things that are important to individual students.	Hearing the Christian belief that God listens to us when we speak to Him in prayer.	Students are learning to develop strategies to seek out assistance when needed.
<b>9.3 I'm sorry!</b>	For students to understand the importance of saying sorry to others and to God.	Integrity Honesty and trustworthiness	Psalms 32: 1–4 David's prayer	Sometimes we need to say sorry to God and to others.	Identifying the people who have been hurt by students' words and actions. Considering saying sorry and treating them well.	Understanding that there are times when we need to say sorry to others and to God.	Students are beginning to think of other people's points of view for example by being willing to say sorry.
<b>9.4 Let's be still!</b>	For students to understand the importance of times of reflection and quietness.	Integrity Honesty and trustworthiness Respect	Mark 1:21–38 Jesus' prayer	It is good to be still and to reflect on what we are learning.	Participating in a stillness exercise, focusing on breathing and guided reflection.	Understanding that it is good to be still and to allow time for reflection.	It is important that students have opportunities to reflect on themselves and their learning.
<b>Unit 10 Good news!</b>	Jesus' birth is good news for everyone. God kept His promise to send His Son Jesus into the world.						
<b>10.1 Good news for two</b>	For the students to explore the good news of Jesus' forthcoming birth for Mary and Joseph.	Joy Integrity and trustworthiness	Matthew 1: 18–24 Luke 1:26–38, 2: 1–7 Jesus' birth	Mary and Joseph received the good news of Jesus' forthcoming birth. Good news is for sharing.	Sharing some of their good news with a fellow student and hearing Mary and Joseph's good news.	Recognising that good news is for sharing. Understanding the Christian belief that God kept His promise by sending Jesus to the earth.	Exploring the Christian meaning of Christmas is helping to ensure that the interests and culture of every student is understood, valued and respected.
<b>10.2 Good news for you and me!</b>	For the students to understand that the good news of Jesus' birth is for ordinary people like themselves.	Respect Understanding, tolerance and inclusion Joy	Luke 2: 8–20 Shepherd's visit	The news of Jesus' birth is for ordinary people.	Participating in an imaginative re-telling of the shepherds hearing about the birth of Jesus.	Students hear the significance of Jesus' birth for ordinary people like themselves.	The significance of all people regardless of their social status is encapsulated in the value of inclusion.
<b>10.3 Good news for everyone!</b>	For the students to understand that the good news of Jesus' birth is for all people everywhere.	Understanding, tolerance and inclusion Celebration Joy	Matthew 2: 1–12 Wise men visit	The news of Jesus' birth is for all people everywhere.	Engaging in activities that reinforce the global relevance of the Christmas message.	Students celebrate the birth of Jesus as the central point of Christmas—it is good news for them too!	Students develop a stronger sense of identity through participating in cultural experiences and celebrations.