

Launch 1 (Purple series) - Scope and sequence

Unit	Purpose	Values	Biblical basis	Main point	Student experience	Application to student	Pedagogy issues
Introductory session: SRI and me	To introduce the SRI Instructor and to start to get to know the children. To introduce God as being interested in them as individuals.	Significance Inquiry	Mark 10:13-16. Jesus welcomes the children.	We are special to God.	Children share something they like doing. They meet their SRI Instructor.	The children are affirmed that they are special to God.	Children need to know that they are important to the significant adults in their life. The SRI Instructor may become one of these.
Unit 1 Discovering	Purpose: For the children to recognise that the best place to find out about God is the Bible.						
Making things	To introduce the concept of God.	Inquiry Self-respect	Psalms 8. What God has made tells us about Him.	What is made reveals something about the maker. This is also true of God.	Children talk about what they have made. They hear that the natural world has been made by God.	Children are introduced to the Christian belief that God made the natural world and is interested in them as individuals.	Children at this age think in very concrete ways. They need concrete examples to help them understand more abstract concepts.
Finding out	To introduce the Bible as the best source of information about God.	Integrity Inquiry	Psalms 119:129-135. The importance of God's word.	The Bible is the best source of information about God.	Children recognise that different books give us different information. We go to the Bible to find out about God.	Connections are made between information and the different books we use as sources for that information.	The integrity of information depends on its source. Children are learning the value of books as sources of information.
Seeing God	For the children to understand that God sent Jesus to show us what God is like.	Friendship Inquiry	John 1:1-14. Jesus became a human being and lived here among us.	Jesus came to show us what God is like.	Children reflect on ways they are like family members and hear that Jesus was born to show us what God is like.	Hearing that Jesus was born as a baby like they were. Introducing family traits as a way of understanding Jesus as God's Son.	Children are introduced to such concepts as time, feelings and location.
Making friends	To introduce Jesus as the best way to get to know God.	Friendship Inquiry	Luke 5:27-32. Jesus makes friends with Levi.	Jesus came to show us how we can be friends with God.	Children relate what they know about friends and hear that Jesus came to show us how we could be friends with God.	Children are able to understand the concept that we can be friends with God as well as others.	Children are learning to identify the qualities of a friend.
Unit 2 Easter	For the children to learn the original story behind Christian Easter celebrations and to participate in this social festival.						
Welcome the king	For the children to understand that Jesus is the king and is deserving of praise.	Excellence Respect Joy	Matthew 21:1-11. Jesus enters Jerusalem as the 'king riding on a donkey' who had been prophesied.	Jesus was welcomed as king by the crowd	Children identify the qualities and characteristics of a king and consider who is worthy of praise.	The children recognise that special honour is given to significant people. Jesus was honoured because He is special.	Children learn to respect qualities of other people.
Hooray, Jesus is alive!	For the children to understand that Jesus' resurrection is worth celebrating.	Celebration Joy	John 19:5-36; 20:1-21. Jesus is crucified without being guilty, but rises to life again by God's power.	Jesus died and rose again so that we could be friends with God.	Children engage with a simple outline of the biblical story of Easter and the wonder of Jesus returning to life.	Developing an understanding of the Easter celebration from a Christian perspective.	Children learn how to celebrate community cultural events.
Unit 3 What is God like?	To develop the children's understanding of God using some of the word pictures used of Him in the Bible.						
A king	For the children to understand that God is like a king, commanding respect and establishing good rules for communities.	Community Respect Faith	Exodus 19:1-8; 20:17. God gave us rules to live in community.	God is like a king who looks after His people, making good rules.	Children develop an understanding of the role of a king and apply this to God.	Children recognise that groups have rules that regulate their behaviour.	Children are learning that the classroom is a community with rules, rights and responsibilities.
A mother hen	For the children to understand that God watches over and cares for His people.	Care and compassion Love	Matthew 23:37, Psalm 91.	God cares for His people as a mother hen cares for her chicks.	Children hear how a mother hen cares for her chicks and relate this to God's care of us.	The children will understand that God cares for us using this evocative word picture.	The need for safety and security is strong in this age group.
A gardener	For the children to understand that God is like a gardener, nurturing and caring for His people.	Compassion and care Love	John 15:1-5; Isaiah 3:14; 5:1-7.	God is like a gardener caring for and nurturing those in His care.	Children explore the roles of a gardener and hear how God cares for them in a similar way.	The children are developing in their understanding of how God cares for people.	This environmental image will resonate with the children as a positive and caring picture to which they can relate.

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A loving father	For the children to understand that God is like a loving father who loves us just the way we are.	Compassion and care Love	Luke 15:11–32. The Parable of the Prodigal Son.	God is like a loving father who provides love and protection.	Children hear the story of the Prodigal Son and record who provides them with care, safety and love.	Understanding the Christian belief that God is like a loving father who gives us unconditional love.	Family members are an important part of a child's support network.
Unit 4 The world God made	For the children to wonder at the created world and to appreciate God's creativity and care as its maker.						
Eyes to see	For the children to understand that God made everything in the world and loves us.	Inquiry Creativity	Psalms 136:4–9; Genesis 1:14–18. God made a big world with sun, moon and stars.	God made everything. God made the things that we see.	Children reflect on the things that they see both day and night.	Children are affirmed that God has made the things that we see.	By integrating information from their senses and from their peers, children are beginning to develop a simple explanation for the phenomena they observe.
Ears to hear	For the children to understand that God made everything in the world and loves us.	Inquiry Responsibility Creativity	Genesis 1:20–25.	God made the things we can hear.	Children classify sounds according to their loudness.	Children are introduced to the belief that what we hear is part of God's good creation.	Children of this age are learning about patterns by identifying similarities and differences, sorting and sequencing.
Skin to feel	For the children to understand that God made everything in the world and loves us.	Inquiry Responsibility Creativity	Genesis 1:9–13.	God made the things we can touch and feel	Children categorise items according to how they feel, and consider how texture is useful.	Children are able to focus on the great variety of textures in the world God has created.	Children practise using all of their senses to develop skills in making observations which they share and record.
God made me	For the children to understand that God made everything in the world and loves us.	Inquiry Responsibility Creativity	Genesis 1:27–30.	God made a wonderful world for us to live in!	Children hear that people are the ultimate part of God's creation and that we have a role to play in the preservation of the natural world.	Children learn of the Christian belief that we are significant because we are made by God. We have an important role in the care of the environment.	Children of this age are very egocentric. Who they are and what they are like is of great interest to them.
Unit 5 Positive People	For the children to understand some of the qualities God desires to see in people.						
A good helper (double session option)	For the children to understand that God wants us to be helpful.	Care and compassion Community	Luke 10:25–37. The parable of the Good Samaritan.	God wants us to be kind as He is kind.	Children participate in an interactive telling of the parable of the Good Samaritan, and identify the qualities of the actions of the characters.	It is important that children understand that kindness can be given in an unselfish manner, without considering any potential benefit to us.	Children are learning how to care for members in their school community who differ from themselves.
Looking out (double session option)	For the children to understand that God wants us to be generous.	Generosity Friendship	Luke 21:1–4 The widow's mite.	God wants us to be generous as He is generous.	Children participate in a re-enactment of the story of the widow's mite, and reflect on the generosity of the woman and of the Good Samaritan.	Children can be generous in many ways towards others in their community.	Children are learning the importance of sharing and valuing those around them in the school community.

Launch 2 (Purple series) - Scope and sequence

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Unit 6 Children are special to God	To hear the stories of some of the children of the Bible.						
A special discovery	For students to understand that children are special to God.	Love Trust	Exodus 2:1–10. Moses is found by the Egyptian princess.	The child Moses was special to God.	Considering the helplessness of babies and the care they need. Hearing the story of the baby Moses.	Hearing the Christian belief that we are special to God.	Feelings of self-worth are tied to the care of us by significant adults.
A special baby	For students to understand that children are special to God.	Trust Doing your best	Luke 1:5–80. The birth of John the Baptist.	John was a special gift to his parents.	Hearing the story of John's birth. Considering how births are celebrated.	Hearing the Christian belief that babies are a special gift from God.	Students at this level enrich their imaginations by making links between their own experiences and ideas in texts.
Shepherd boy	For students to understand that our internal qualities are the most important to God.	Integrity Responsibility	1 Samuel 16:1–13. God chooses David.	God looks at the heart.	Hearing the story of David being chosen as the king of Israel. Considering the importance of the type of person we are.	Possessions and looks are shown to be of lesser importance than the type of person we are.	Positive experiences at school and beyond confirm a child's belief about themselves. A healthy view of oneself assists a positive view towards learning.
Unit 7 Bringing out our best	To understand that God can bring out the best in us.						
Moses—Let my people go	For students to understand that God is able to be trusted.	Trust Integrity Community	Exodus 2–14. Moses from adoption to the leader of a nation.	Moses trusted God. This was demonstrated by his willingness to confront Pharaoh.	Participating in activities that require trust.	Understanding the Christian belief that God is trustworthy.	Personal development includes learning to trust those who have shown themselves to be trustworthy.
David—On God's side	For students to understand that God is able to be trusted.	Trust Integrity	1 Samuel 17:1–50. David and Goliath.	David trusted God to help him with a task that required courage.	Hearing the story of David's bravery. Considering other acts of bravery.	Trusting a person can help us do something brave.	Stories are an excellent way to convey concepts such as courage.
Gifts for others	For students to understand that God can bring out the best in us.	Care and compassion Love	Acts 9:36–42. Tabitha	God brings out the best in us.	Hearing how God brought out the best in Tabitha and in the other believers who cared for her.	Learning that God can help us be caring towards others.	All children need to feel that they can make a valuable contribution towards others. This develops their self-esteem.
Thanks	For students to understand that God wants us to say thank you.	Generosity Respect Doing your best	Luke 17:11–19. The thankful leper.	Remember to thank others.	Hearing how a healed man thanked Jesus. Writing a letter of thanks.	Learning the importance of saying thank you.	Children at this level are learning to develop positive social relationships. This includes the development of positive behaviours such as saying thank you.
Unit 8 Let's talk	To explore four ways we can communicate with God.						
Speaking and listening	For students to understand that people can talk and listen to God in prayer.	Innovation, inquiry and curiosity Trust Excellence	Luke 6:12–15; 11:1–4. Jesus prays before choosing His disciples.	People are able to talk and listen to God using words.	Participating in activities that reinforce the belief that we can talk to God any time.	Understanding that people can talk and listen to God in prayer.	Speaking and listening are important skills that students are learning.
In the quietness	For students to understand that God can speak to us in the quietness of our thoughts.	Respect Trust Integrity	1 Samuel 3:1–10. God speaks to Samuel.	We can communicate with God in our thoughts.	Using quietness to reflect on the story of Samuel hearing God's voice.	Learning that quiet reflection is an important part of developing the spiritual dimension of our lives.	Students are developing the capacity to avoid distraction and be focused on the task at hand.

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Singing out	For students to understand that we can communicate with God in song.	Love Respect Innovation, inquiry and curiosity	Psalms 9. A song of David.	We can use song to communicate with God.	Singing their own thank you prayer and accompanying some verses of a psalm with instruments.	Learning that Christians use song to communicate with God.	Singing and music are important aspects of the arts domain.
Moving	For students to understand that we can communicate with God through movement.	Understanding, tolerance and inclusion	Exodus 14:10–29; 15:19–21. Miriam and the women dance after arriving safely over the Red Sea.	We can communicate with God even when we are moving around. We don't need to be still to talk with God.	Exploring movement as a medium of communication.	Learning that we can communicate with God in verbal and non-verbal ways.	There are different learning styles. Some children learn kinaesthetically.
Unit 9 People have let God down	To hear that we have let God down, but forgiveness is available.						
Let down	For students to hear that God understands what it is like to be let down by our friends.	Trust Respect Equity Integrity	John 18:12–27. Peter betrays Jesus.	People have let God down. Peter let Jesus down.	Hearing the story of Peter letting his friend Jesus down.	Hearing that God understands the hurt of being let down by our friends.	Children are aware that friendships can be damaged by unkind words and actions.
Forgiven	For students to understand that we can ask for forgiveness when we have let God down.	Forgiveness Integrity Excellence	John 21:1–17. The restoration of Peter.	Peter was forgiven to letting God down. We can ask for forgiveness too.	Considering the role of forgiveness in friendships, with reference to Peter.	Hearing that we can ask for forgiveness when we let God down.	Children are learning that forgiveness is an important part of developing and maintaining relationships.
Unit 10 Visitors	To celebrate the birth of the baby Jesus, by looking at some of His visitors.						
Bethlehem, here we come! (Angels come to visit)	For students to hear why Mary and Joseph went to Bethlehem and that Jesus was born while they were there.	Respect Community Diversity	Matthew 1:20–22; Luke 1:26–38; 2:1–7; Micah 5:2. Mary and Joseph travel to Bethlehem to be counted for the census.	Mary and Joseph went to Bethlehem to be counted for the census.	Sharing the experience of visiting and staying at different places.	Considering the reasons why people visit different places.	Travelling and visiting are a significant part of many students' experience.
Have you heard the news? (Shepherds come to visit)	For students to grow in their awareness that the birth of Jesus was an extraordinary event.	Significance Joy Freedom	Luke 2:7–20; Isaiah 9:6–7. Angels announce the birth of Jesus to shepherds—ordinary people.	Angels announced the birth of the special baby.	Sharing stories celebrating their own or a family member's birth.	Appreciating that the birth of a baby is usually a special occasion that is celebrated.	Children engage in celebration of national special days.
Follow that star! (Wise men come to visit)	For students to recall that people travelled a long way to see Jesus because of His importance.	Perseverance Generosity Respect	Matthew 2:1–12. The wise men visit Jesus.	The birth of Jesus has had a world-changing effect, beginning with the wise men.	Hearing the story of the wise men that travelled a long way to visit baby Jesus.	Hearing that some events are so significant they have a world-changing effect.	The children are beginning to realise that the world is bigger than their own communities.