

Scope and sequence

Search 1 (Yellow series)

Lesson	Purpose	Values	Biblical basis	Main point	Student experience	Application to student	Pedagogy issues
Unit 1 Stories of Jesus	For students to reflect on the amazing person Jesus was, showing the power and compassion of God. For students to explore ways they can appropriately follow Jesus' example.						
Healed and included	For students to meet their RI instructor and begin to appreciate some of the amazing power of Jesus, which is the power of God.	Respect Understanding, tolerance and inclusion Innovation, inquiry and curiosity	Mark 1:40–45 Jesus demonstrates His ability to heal disease.	Jesus has authority over disease.	Meeting their new RI instructor; hearing the story of Jesus' power to change lives.	Understanding the Christian belief that Jesus has the power of God to change lives.	Jesus' actions challenge the categories of knowledge and understanding in which we operate.
Caring comes first	For students to understand that Jesus was motivated by care and compassion for people.	Understanding, tolerance and inclusion Care and compassion	Mark 3:1–9 Jesus put care of others first.	Jesus put doing what was right before rules.	Considering the place of rules in society. Considering the challenge of doing what is right even if others aren't.	Understanding the Christian belief that God wants us to do what is right, by showing care and compassion to others.	Students are learning the importance of making good choices that are not unduly influenced by the peer group.
And the greatest one is ...	For students to consider that Jesus demonstrated true greatness by being willing to serve others.	Friendship Community and participation Understanding, tolerance and inclusion	Mark 9:33–37 Jesus teaches the disciples that true greatness is in serving and enabling others.	Jesus' idea of greatness means being a servant.	Exploring ways of measuring greatness.	Considering what 'greatness' really is and how it is demonstrated.	Students are aware of commonly held values. They are sensitive to their own and others' feelings.
I want to be great!	For students to understand that true greatness is shown in our willingness to serve others	Friendship Respect and care Responsibility Service	Mark 10:35–45 The request of the two brothers.	Jesus shows us that we are to put others first.	Considering different ways we can serve others.	Understanding the Christian belief that God wants us to serve others, and put them first.	Students are moving away from a preoccupation with their own needs to recognition of the needs of others.
Unit 2 Easter	For students to reflect on the love and perseverance that Jesus demonstrated in the events of the first Easter and how they can demonstrate these same qualities.						
Fixed on the goal	For students to appreciate that Jesus demonstrated perseverance in the events of the first Easter.	Perseverance Faith Integrity	Mark 14: 12–32a The Passover meal.	Jesus perseveres, knowing what is ahead.	Revisiting the events of the first Easter, understanding that Jesus knew what he was about to face.	Jesus was able to persevere because of His goal. We are able to persevere towards our goals.	Students are learning to persevere with tasks and to focus on their goals.
A dead end?	For students to reflect on the events of Easter that Jesus went through on our behalf.	Community and participation Perseverance Love	Mark 14: 43–51; 15:21–47 Jesus is tried and dies.	Jesus died to restore our friendship with God.	Listing ideas that help to mend damaged friendships.	All students require the skills to work towards mending damaged friendships.	Students are learning the deeper meanings of our national symbols and celebrations.
Made it!	For students to understand that God raised Jesus to life, so people could be friends with Him.	Perseverance Excellence Love	Matthew 28: 1–10, Mark 16:1–8; John 20:1–18 Jesus is raised to life.	Jesus is alive, now we can be friends with God forever.	Reflecting on the events of the resurrection and on God's love.	Understanding the Christian belief that Jesus is alive; through Him anyone can be a friend of God.	Students are learning to judge the validity of sources and to justify their conclusions.
Unit 3 The Bible	For students to learn the tools to be able to explore the Bible for themselves.						
What is in the Bible?	For students to understand that the Bible is a collection of books with a central theme.	Honesty and trustworthiness Integrity Innovation, inquiry and curiosity	2 Timothy 3: 16 Psalm 119	The Bible is one book that is made up of many smaller sections known as books.	Exploring the main divisions and theme of the Bible.	Learning to handle the Bible with confidence, knowing its main divisions and its main theme.	Students are learning that there are different types of literature that are approached in different ways.
Who wrote the Bible?	For students to understand that the Bible is a collection of different books, inspired by God but written by different people.	Honesty and trustworthiness Integrity	2 Timothy 3: 16	For Christians, the Bible is the inspired Word of God.	Exploring the concept of inspiration and how this applies to the Bible.	The Bible is both similar and different from other books. Inspiration from God is one of the differences.	Students are learning to compare and contrast texts.

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Can it change lives?	For students to understand that as the inspired Word of God, the Bible has the power to change people's lives.	Honesty and trustworthiness Innovation, inquiry and curiosity Community and participation	Acts 8: 26-40	The Bible is a book that changes lives.	Hearing the story of Philip meeting the Ethiopian and the outcome of that meeting.	RI is helping students to make good life choices. Some of these choices may be religious choices.	Students are developing the skills of analysis and interpretation of texts.
Unit 4 Values in action	For students to appreciate how Jesus' followers became a community that reflected Jesus' teachings of love, forgiveness and care.						
Love to the max!	For students to understand Jesus' teaching that love is important for communities to be strong.	Care and compassion Freedom Community and participation	Matthew 5:43–48 Jesus' teaching about love.	Jesus teaches us to love others, even our 'enemies'.	Exploring love as a characteristic of Jesus' new community.	All students belong to a variety of communities. This unit explores three distinctions of the Christian community.	With support, students are able to identify different types of relationships and the expectations each party has of the relationship.
Forgive	For students to understand the importance of forgiveness.	Forgiveness Friendship Integrity Community and participation	The book of Philemon.	Strained friendships can be restored through apology and forgiveness.	Exploring how to rebuild a relationship through apology and forgiveness.	Learning skills in seeking forgiveness and apologising, understanding that God values reconciliation between people.	Students are encouraged to think about their values and how these influence their attitudes and behaviour.
Father Damien cared	For students to hear of someone devoted to following Jesus' example of love and care; to explore how to show care to people in their own lives.	Care and compassion Community and participation	Mark 9: 41, Mark 14: 3–9 Actions of love and care.	Father Damien demonstrated God's love and care in action.	Considering the part they can play as a carer in their community.	Father Damien is a good example of active care in a community; this is the responsibility of all members of the community.	Students are learning to make connections between cause and effect. They are beginning to realise that beliefs affect behaviour.
Unit 5 Role Models	For students to learn from the faith journeys of Hannah and Samuel how God can be trusted to give support, guidance and encouragement. For students to reflect on characteristics of good leadership.						
Hannah's baby Samuel	For students to reflect on Hannah's faith and perseverance, as she lived by God's standards as a role model for today.	Perseverance Doing your best Freedom	1 Samuel 1:10–26 Hannah prays for a son.	Despite the actions and attitudes of others, Hannah perseveres in her trust of God.	Recalling times when they chose to do what was right.	Understanding that they are able to make right choices for themselves regardless of the choices others are making.	Students are able to respect and value an individual's rights and choices.
Leaders listen	For students to reflect on Samuel as a model who did his best as he learned to listen to God and obey him.	Doing your best Integrity Obedience	1 Samuel 2:12–17; 2:35–4:1a God speaks to Samuel.	Samuel did his best and was a good role model for others in his willingness to listen to and obey God.	Practising active listening. Hearing how Samuel did his best by listening to people who could help him.	Listening is an important communication skill that needs to be practiced and developed.	Students are encouraged to learn from positive role models.
Team builder	For students to appreciate that good leaders build up others.	Responsibility Community and participation Doing your best	1 Samuel 3:19–4:1; 7:1–17: 12:1–4 Samuel was an effective team builder.	Samuel had many roles in which he worked hard to build up the people in his care.	Identifying the roles that Samuel played in his community. Identifying the qualities of a good team captain.	Students have opportunities to choose captains for their teams. Samuel demonstrates some of the qualities important in a good team captain.	Students are able to work in teams and to recognise the traits that contribute to effective team work.
Lead well	For students to appreciate that good leaders must hold to and live by high standards.	Integrity Doing your best Responsibility	1 Samuel 8:1–22; 13:1; 15:10–11; 16:12–13 Israel asks for a king.	Samuel was a leader of integrity. Integrity is an important life value.	Identifying the quality of integrity in Samuel. Revising the qualities of a good leader.	Students need to recognise the importance of choosing leaders based on their qualities.	Students of this age have a well developed sense of justice and are able to sense inconsistency between words and actions.