

Scope and sequence Launch 1

Unit	Purpose	Values	Biblical basis	Main point	Student experience	Application to student	Pedagogy issues
Introductory session: CRE and me	To introduce the CRE teacher 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 CRE teacher.	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 CRE teacher 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, 139. 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.
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