

Scope and sequence

Launch 1 Red

Unit	Purpose	Values	Biblical Basis	Main Point	Student Experience	Application to Student	Pedagogy issues	
Introductory session	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 Innovation, inquiry and curiosity	Psalms 23 God cares about each one of us.	We are special to God.	Saying and drawing one thing they like doing. Hearing that God cares for them like a shepherd cares for his animals.	It is important for all children to feel significant. God treats us all as significant because of His care of us.	Children need to start with the familiar in order to develop new understandings.	
Unit 1 Discovering	For the children to be introduced to the concepts of God, Jesus and the Bible.							
Look!	For children to understand that we can find out about God.	Innovation, inquiry and curiosity Respect	Psalms 119: 1	What I make tells something about me. The world tells me something about God. God gave us the Bible to tell us about Him.	Children will talk about what they have made. They will hear that the natural world has been made by God. Recording things they need to remember.	The children are introduced to the Christian belief that God made the natural world and is interested in them as individuals. Written records help us to remember what is important.	Children learn by making links between their own experience and the ideas in texts. Children are learning to recognise that written text conveys meaning and that ideas are recorded for future reference.	
Don't forget!	For children to understand that the Bible is the best source of information about God.	Integrity Innovation, inquiry and curiosity Excellence	Deuteronomy 5: 1-29; 6: 4-9.	In CRE we are invited to come and find out about God.	Recording something interesting that they have found.	Learning occurs when we are open to new ideas and experiences and we are able to connect these new experiences with prior understanding.	Children are learning to take the initiative as learners by asking questions and exploring concepts and ideas.	
Come and see	For the children to understand that they are invited to enquire and find out about God in CRE.	Innovation, inquiry and curiosity Respect	John 1: 35-46	Jesus came to show us what God is like.	Recording what they look like with reference to their family.	Children are learning to be aware of their physical features and how these compare with others.	They are learning to identify simple similarities and differences between familiar objects.	
Look at me	For the children to understand that God sent Jesus to show us what God is like.	Care and compassion Innovation, inquiry and curiosity	John 14: 1-10	For the children to learn the original story behind Christian Easter celebrations and to participate in this social festival.				
Unit 2 Easter	For the children to learn the original story behind Christian Easter celebrations and to participate in this social festival.							
Welcome	For the children to understand that the people welcomed Jesus; we can welcome others.	Understanding, tolerance and inclusion Integrity	Luke 19: 28-40	The people welcomed Jesus. We can welcome others.	Hearing of the first Palm Sunday. Practising welcoming others with a smile.	Children are developing the social skills necessary to welcome and include others.	Children learn to respect qualities of other people.	
He's alive!	For the children to understand that Easter is worth celebrating.	Joy Celebration	Matthew 28: 1-10	Jesus is alive again. This is what Christians celebrate at Easter time.	Celebrating the good news of Jesus' resurrection as did the disciples.	It is important that children celebrate Easter as part of the cultural heritage of our nation.	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 shepherd	For the children to understand that God is like a shepherd, concerned for all those in His care.	Community and participation Respect Faith	Luke 15:1-7	God is like a shepherd who cares for all His sheep.	Participating in activities that help them to understand the caring role of a shepherd.	Children are learning to care for those around them. Here they see a model of care.	Children are developing secure attachments to one or more familiar adults.	

A light	For the children to understand that God is like a light, showing us the right way to go.	Care and compassion Love	John 8: 12	God is like a light, showing us the right way to go.	Identifying lights that are part of their world.	Hearing the Christian belief that God can show us the right way to go. Lights and their importance are part of the children's world.	Oral and written language is explored for its meaning in different contexts.
A rock	For the children to understand that God is like a rock, strong and safe.	Care and compassion Love	Psalms 18: 1-2, 31, 46	God is like a rock, strong and safe.	Children identify that rocks are a safe place for people and animals to go in times of danger or fear.	Understanding the Christian belief that God is like a rock, a place of strength and safety.	Children use their imagination to develop new meanings for familiar objects.
A teacher	For the children to understand that we can talk to God. This is called prayer.	Care and compassion Respect	Luke 11:1-4.	God is like a teacher, teaching us how to talk with Him.	Reading a modified version of the Lord's Prayer. Hearing that they can talk to God at any time.	Teachers convey what is important. Jesus taught His disciples a model prayer.	Discussion of familiar concepts helps children to develop new understanding in related contexts.
Unit 4 A wonderful world	For the children to wonder at the created world and to appreciate God's creativity and care as its maker.						
Night and day	For the children to understand that God made night and day.	Innovation, inquiry and curiosity	Genesis 1: 14-19	God made everything. God made night and day. We can enjoy what He has made.	Children will record what can be seen both day and night.	Developing an appreciation of the world from the perspective of it being created by God.	Children at this age are learning to categorise objects according to select criteria. We can use the same criteria to observe and order the natural world.
Wet and dry	For the children to understand that God made both the wet and the dry things. He made water for us to enjoy.	Innovation, inquiry and curiosity Ecological sustainability	Genesis 1:5-10	God made wet and dry things. He made water for us to enjoy.	Children identify items as wet or dry. Exploring uses of water.	It is important that water is seen as a precious resource to use. This is an important building block in the development of an attitude of sustainability.	In this unit we are helping children to express wonder and interest in the natural environment.
Big and small	For the children to understand that God made both the big and the small plants and animals.	Innovation, inquiry and curiosity Ecological sustainability	Genesis 1:11-13, 20-25	God made big and small plants and animals.	Children will order pictures and objects according to their size.	A variety of activities to explore the natural world is provided to help children develop the view that learning is fun, investigative and rewarding.	Children are learning to order items according to their size or other characteristic.
You and me (double session option)	For the children to understand that God made all people and that we are special to Him.	Innovation, inquiry and curiosity Respect	Genesis 1:26-28	God made all people and loves them all.	Children will hear that God loves all people and He made them all. They are special because God made them.	The children will learn of the Christian belief that we are significant because we are made by God.	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 party for all (double session option)	For the children to understand that God wants us to be accepting of all people.	Understanding, tolerance and inclusion Community and participation	Luke 14: 15-24	God wants us to be accepting of all people.	Considering how they can accept others just as God accepts everyone.	God wants us to include all people. None is more important than any other.	Children are learning how to care for members in their school community who differ from themselves.
A good friend	For the children to understand that God wants us to be a good friend to others.	Friendship Care and compassion	Mark 10:46-52; Luke 18: 35-39	God wants us to be a good friend to others.	Identifying the qualities of a good friend.	The skills of friendship need to be learned like all other skills.	Children are learning the importance of sharing and valuing those around them in the school community.