



# WBCEA Discovery Curriculum

Stages 4 and 5

# Rationale

Christian SRE gives students the opportunity to gain an understanding of the basics of the Christian faith, to engage with ethical issues from a faith perspective, and discover how people apply faith to everyday life. It affords students the opportunity to ask meaningful questions about ways faith impacts people's beliefs, values and identity.

The Bible and the Christian faith are significant influences on our western culture; influencing our legal system, literature, art, music, language, history and traditions. A basic understanding of the Christian faith allows students to explore how modern Australia has been shaped by our Christian cultural heritage. Christian SRE offers a biblical worldview that teaches traditional ethics and values, and fosters genuine tolerance towards those with a different faith heritage.

The study of Christian SRE provides opportunities for students to explore biblical concepts and themes in an engaging and relevant way. Intelligent investigation of the content allows students to consider faith from a cultural, philosophical and historical perspective.

This curriculum complies with DoE SRE policy. [NSW Department of Education SRE Policy](#)

## Table of Objectives and Outcomes

### The Bible's influence on Our World

Students:

- Develop knowledge of the Bible and its themes.
- Develop an understanding of how the Bible has influenced culture.

Stage 4 Outcomes	Stage 5 Outcomes
A student:	A Student:
CSRE4-1 Identifies the context and key themes of the Bible	CSRE5-1 Analyses the way context affects our understanding of the Bible
CSRE4-2 Outlines the overall layout of the Bible	CSRE5-2 Assesses the way biblical themes have influenced wider western culture
CSRE4-3 Describes the way the Bible has influenced Australian culture	

### Jesus as an example for Christian Living

Students:

- Investigate the historical figure Jesus, including the evidence and claims made about his life.
- Connect the example of Jesus with the way Christians aim to live.

Stage 4 Outcomes	Stage 5 Outcomes
A student:	A Student:
CSRE4-4 Demonstrates a knowledge of the character and job description of Jesus	CSRE5-3 Explains the way key aspects of Jesus' character are demonstrated throughout the Gospel accounts
CSRE4-5 Discusses key pieces of evidence that support the existence of Jesus	CSRE5-4 Investigates and evaluates "apologetic" arguments around the Gospel accounts
CSRE4-6 Compares the example of Jesus with his teachings about how Christians should live.	

# Mode of Teaching

## School Context

Each High School across NSW is different and offers its own school context. Given the variety of High Schools in which SRE is taught, the actual delivery of SRE lessons can take a variety of modes. The teaching mode is normally determined through negotiations between the school and the board providing SRE. This curriculum aims to provide a framework that addresses this variety and provides options in the delivery of depth study content.

## Options

### **Weekly Lessons**

This delivery offers SRE teachers the opportunity to deliver content in small pieces, over an extended period. This curriculum expects a weekly lesson to mean between 30-60 minutes of meaningful teaching time per week for a minimum of 8 weeks of a term.

### **Half Term/ Split Timetables**

This delivery offers teachers a longer lesson with students but typically for only half a term. This curriculum expects Half Term or Split Timetable delivery to mean a 60-120 minutes lesson of meaningful teaching time a minimum of 4 times in a term.

### **Special events/ Seminar Delivery**

This delivery is often implemented in stage 5 as it impacts the school the least. It means SRE teachers will only have students for 1 or 2 days per term with meaningful teaching time of 4-8 hours. This can include special events run by outside groups providing they fit within the curriculum.

## Stage Requirements

### **Stage 4**

The two (2) overviews, a minimum of one (1) core depth study and at least two (2) additional depth studies must be studied per year. A maximum of two (2) depth studies may be revisited in more detail if both years 7 and 8 are being taught.

### **Stage 5**

The two (2) overviews, a minimum of one (1) core depth study and at least two (2) additional depth studies must be studied per year. Depth studies taught in stage 4 may be revisited using different content options. A maximum of two (2) depth studies content options may be revisited in more detail.

## Media policy

Please refer to the appendixes for information with regard to the Discovery media policy.

# The Bible's influence on Our World

## Overview

The overview is approximately 10% of teaching time of *The Bible's influence on Our World*. The content from the overview may be used as an overall introduction to Depth Studies 1- 3 or may be integrated within these depth studies.

### Historical Context of the Overview

The Bible is a collection of sixty-six books written over hundreds of years of history. The Bible is at the core of Christian faith. The content and themes in the Bible have influenced Western Culture for centuries and continue to do so.

### Students briefly outline:

- The historical and cultural significance of the Bible.
- The structure and layout of the Bible.
- Key themes from the Bible that are reflected in our culture.

## Depth Studies

There are three (3) *The Bible's Influence on Our World* Depth Studies

### Key inquiry questions for the following Depth Studies:

- How do I navigate the Bible using Bible references?
- What influence has the Bible had on my world?
- What evidence do Christians have that support their belief in the Bible?

<b>Overview</b> The overview is approximately 10% of teaching time of <i>The Bible's Influence on our World</i> . The content from the overview may be used as an overall introduction to Depth Studies 1- 3 or may be integrated within these depth studies.		
<b>Core Depth Study 1</b>	<b>Depth Study 2</b>	<b>Depth Study 3</b>
<i>Bible Basics</i>	<i>Biblical Themes in Popular Culture</i>	<i>Biblical influences on Western Culture</i>
	ONE of the following to be studied: <ul style="list-style-type: none"><li>▪ C.S Lewis Narnia Series OR</li><li>▪ Jesus as a Super Hero OR</li><li>▪ Themes in Popular Music</li></ul>	ONE of the following to be studied: <ul style="list-style-type: none"><li>▪ Christian Festivals and Holidays OR</li><li>▪ Christian responses to world conflict</li></ul>

# Jesus as an example for Christian Living

## Overview

The overview is approximately 10% of teaching time of *Jesus as an example for Christian Living*. The content from the overview may be used as an overall introduction to Depth Studies 1- 3 or may be integrated within these depth studies.

### Historical Context of the Overview

Jesus was an historical figure who lived approximately 2000 years ago; born in Bethlehem but living in Nazareth. Jesus's ministry then expanded to the area around Galilee. Through both teaching and example, Jesus showed what it meant to live a life pleasing to God. These accounts can be found in the Bible. These biblical accounts can also be supported by evidence outside of the Bible.

### Students briefly outline:

- The time and place in which Jesus lived.
- That there is evidence for Jesus's life and work both within the Bible and outside of it.
- Key features of Jesus's teaching.

## Depth Studies

There are three (3) *Jesus as an example for Christian Living* Depth Studies

### Key inquiry questions for the following Depth Studies:

- What was the purpose of Jesus's mission work?
- How does Jesus's teaching impact and inform the way Christians live?
- What evidence do Christians have that support their beliefs about Jesus?

<b>Overview</b> The overview is approximately 10% of teaching time of <i>Jesus as an example for Christian Living</i> . The content from the overview may be used as an overall introduction to Depth Studies 1- 3 or may be integrated within these depth studies.		
<b>Core Depth Study 4</b>  <i>Evidence for the Historical and Biblical Jesus</i>	<b>Depth Study 5</b>  <i>Made for Relationships</i>	<b>Depth Study 6</b>  <i>Emulating Jesus's Character</i>  ONE of the following to be studied: <ul style="list-style-type: none"><li>▪ Altruism and Service OR</li><li>▪ Compassion</li></ul>

# Core Depth Study 1: Bible Basics

## Outcomes

A Student:

- CSRE4-1 Identifies the context and key themes of the Bible.
- CSRE4-2 Outlines the overall layout of the Bible.

**OR**

- CSRE5-1 Analyses the way context affects our understanding of the Bible.

## Key inquiry questions

- How do I navigate and study the Bible?
- Considering when and where the Bible was written, does it have anything to say to me today?

## Content Focus

Students will be introduced to the layout of the Bible, understanding that the Bible is a collection of books written by many authors covering hundreds of years of history. Students will be able to grasp the basic messages and purpose of the Old Testament, the New Testament and the Gospels. Students will gain a basic understanding of the historical and geographical context of the Bible.

## Content

### Old Testament

Students:

- Explore the purpose and message of the Old Testament
  - Explore the historical and geographical context of the Old Testament, acknowledging different authors of different books.
  - Examine the purpose of the Old Testament; specifically, the foretelling of the Messiah.

### New Testament

Students:

- Investigate the purpose and message of the New Testament
  - Explain the significance of the Gospels and how the narrative of Jesus is central to Christian belief.
  - Explore the historical and geographical context of the New Testament, acknowledging different authors of different books.
  - Examine the purpose of the New Testament including the teachings of Jesus.
  - Consider the relevance of the New Testament's message in today's context.

# Depth Study 2: Biblical Themes in Popular Culture

## Outcomes

A Student:

- CSRE4-1 Identifies the context and key themes of the Bible.
- CSRE4-3 Describes the way the Bible has influenced Australian culture.
- OR**
- CSRE5-2 Assesses the way biblical themes have influenced wider western culture.

## Key inquiry questions

- How relevant are the themes and messages of the Bible in today's context?
- What influence has the Bible had on my world?

## Content Focus

Students will explore the way the Bible has influenced the world around them. Exploring aspects of pop culture, students will identify themes and ideas that are explicitly biblical. Students will investigate how authors and creators are influenced by biblical themes and how those themes are still considered relevant today.

## Content

### Exploring the influences of the author or creator

Students:

- Investigate the social and personal context of the author or creator
  - Examine the author or creator's personal experience with Christianity.
  - Examine how social context can influence an author or creator either consciously or subconsciously.
  - Explore the aims and purpose of the author or creator and whether they consciously or subconsciously used biblical themes.

### Biblical Themes

Students:

- Analyse the biblical themes present in popular culture and how these themes are still relevant today
  - Identify biblical themes in examples of pop culture and the techniques the author or creator used to express those themes.
  - Compare the themes of the Bible with the themes present in examples of popular culture.
  - Explore why these themes are still important or interesting to people today.

# Depth Study 3:

## Biblical Influences on Western Culture

### Outcomes

A Student:

- CSRE4-3 Describes the way the Bible has influenced Australian culture.
- OR**
- CSRE5-2 Assesses the way biblical themes have influenced wider western culture.

### Key inquiry questions

- How does the Bible influence our Western culture today?
- What influence has the Bible had on the Western world throughout history?

### Content Focus

Students will explore how the Bible has influenced both historical and contemporary Western culture. Through exploration of Western traditions, students will see how biblical themes and ideas have inspired or influenced those traditions. Students will understand that Australia's Christian heritage effects the traditions that are still practiced today.

### Content

#### **The origin and history of Christian traditions**

Students:

- Investigate the meaning and origin of the studied traditions
  - Discuss the Bible verses and events that inspired or originated the traditions.
  - Explore the historical, geographical and social context of those verses and events to gain an understanding of the significance of those events.
  - Examine the Christian significance or meaning behind the traditions.
- Investigate the ways the studied traditions have developed through history
  - Identify ways that traditions have changed over time, including meaning, and the ways those traditions are observed.

#### **Christian traditions in contemporary Australia**

Students:

- Explore how traditions are observed in contemporary Australia
  - Compare and outline both the religious and secular ideas around the studied traditions.
  - Discuss the different ways students in the class observe the studied traditions in their own personal context.



# Core Depth Study 4:

## Evidence for the Historical and Biblical Jesus

### Outcomes

A Student:

- CSRE4-5 Discusses key pieces of evidence that support the existence of Jesus
- CSRE4-6 Compares the example of Jesus with his teachings about how Christians should live.

**OR**

- CSRE5-4 Investigates and evaluates “apologetic” arguments around the Gospel accounts

### Key inquiry questions

- How does Jesus’s teaching impact and inform the way Christians live?
- What evidence do Christians have that support their beliefs about Jesus?

### Content Focus

Students will explore the evidence that supports the belief that Jesus was a real historical figure. They will examine both biblical and other historical evidence, to investigate the claims Christians make about who Jesus was. Student learn about the aspects of Jesus that Christians believe make him the Son of God.

### Content

#### Historical Evidence for Jesus

Students:

- Investigate different historical sources supporting Jesus of Nazareth’s existence
  - Examine both biased and unbiased written sources such as the Christian Bible verses the Jewish Talmud.
  - Discuss Jesus’s impact on history and the implications of the persecution of the early church.

#### Apologetics

Students:

- Investigate some of the most common questions and arguments people have regarding Jesus
  - Examine eyewitness accounts to determine if Jesus was crazy.
  - Investigate the crucifixion of Jesus to determine if he faked his own death.
  - Logically consider the argument that Jesus’s body was stolen after his burial, considering the historical and person context of the disciples and the Romans.

#### Biblical Claims about Jesus

Students:

- Investigate the claims made by the Bible and the Christian faith that Jesus was more than a great teacher
  - Explore the biblical prophecies about the Messiah. Examine whether Jesus fulfilled that description.
  - Explore the claim that Jesus was the Son of God and whether this was a claim that he made for himself or was it something others claimed for him.

# Depth Study 5: Made for Relationships

## Outcomes

A Student:

- CSRE4-4 Demonstrates a knowledge of the character and job description of Jesus.
- CSRE4-6 Compares the example of Jesus with his teachings about how Christians should live.

**OR**

- CSRE5-3 Explains the way key aspects of Jesus's character are demonstrated throughout the Gospel accounts.

## Key inquiry questions

- How does Jesus's teaching impact and inform the way Christians should interact with each other?
- How did Jesus interact with people and what can we learn from his example?

## Content Focus

Students will explore the teachings and example of Jesus regarding relationships. Students will understand that God is relational and because humans were made in his image, humans are relational beings as well. Specifically looking at Galatians 5: 22-23, students will apply the fruits of the spirit to a range of different relationships. Examples of Jesus's teachings and interactions with people will be used to illustrate those fruits of the spirit.

## Content

### **God is relational**

Students:

- Investigate the relational nature of God and how people were made in his image
  - Examine the Trinity as an example of an ever-relational God. By very nature a God in 3 persons is in constant relationship.
  - From creation, humans were to be relational because humans were made in God's image. Humans were made to have relationship with each other and with God.

### **Galatians 5:22-23 in the context of relationships**

Students:

- Apply the fruits of the spirit to different relationship types
  - Explore how to apply the fruits of the spirit when dealing with parents and authority figures.
  - Explore how to apply the fruits of the spirit when dealing with friends and other peer relationships.
  - Explore the concept of Charity and how Christians should relate to and treat people in need.

### **Jesus as an example**

Students:

- Assess Jesus as an example of how to behave in relationships
  - Explore the examples of how Jesus was in direct and constant relationship with the Father.
  - Consider examples of Jesus interacting with both his Disciples and those in need.

# Depth Study 6: Emulating Jesus's Character

## Outcomes

A Student:

- CSRE4-4 Demonstrates a knowledge of the character and job description of Jesus.
  - CSRE4-6 Compares the example of Jesus with his teachings about how Christians should live.
- OR**
- CSRE5-3 Explains the way key aspects of Jesus's character are demonstrated throughout the Gospel accounts.

## Key inquiry questions

- How does Jesus's character impact and inform the way Christians live?
- What does it mean to become more "Christ like"?

## Content Focus

Students will explore the character and example of Jesus Christ during his ministry. Student will understand that Christians are called to become more "Christ like" as they grow in spiritual maturity. Specifically, students will look at Jesus washing the disciples' feet in John 13:13-17 as a mandate to follow Jesus's example. Students will compare examples of Jesus's character with practical ways to be "Christ like" in today's world.

## Content

### The call to be "Christ Like"

Students:

- Examine the concept of becoming more "Christ Like" as Christians mature
  - Examine the mandate and example given in John 13: 13-17.
  - Discuss what it means to mature in faith and identify the difference between a new believer and someone who has been a believer for a long time.

### Examples of Jesus's Character

Students:

- Investigate some of the examples of Jesus displaying his character throughout his ministry
  - Examine the counter cultural aspect to Jesus character.
  - Consider the context of Jesus and how unusual some of his actions would have seemed at the time.
  - Compare Jesus's actions with his teachings.

### Putting it into practice

Students:

- Investigate ways to display "Christ Like" character in their own lives
  - Explore the work of different Christian charities or individuals being "Christ Like" in the community.
  - Explore ways to be more "Christ Like" in everyday life; looking at the context of school, home and community activities.

# Teacher Resource List

Please note this resource list is intended for teachers of SRE and not directly for students. All extra-curricular teaching material must be reviewed and approved by an authorised SRE provider.

## General Resources

(2012). *NLT Teen Life Application Study Bible*, Tyndale House Publishers.

(2005). *CEV Youth Bible Global Edition*, Bible Society Australia.

Streetlights- Audio Bible

## Bible Basics

Mears, H. (2016). *What the Bible is All About: Bible Handbook*, Carol Stream, Tyndale House Publishers.

Strobel, L. and Vogel, J. (2001). *The Case for Christ, Youth Edition: A Journalist's Personal Investigation of the Evidence of Jesus*, Zondervan Publishing Company.

## Biblical Themes in Pop Culture

Lewis, C. S. (2011). *The Chronicles of Narnia*, Zondervan Publishing Company.

Williams, T. (2005). *The Heart of the Chronicles of Narnia: Knowing God Here by Finding Him There*, Thomas Nelson Publishers.

## Biblical Influences on Western Culture

Dickson, J. (1997). *A Hell of a Life*, Matthias Media.

Mangalwadi, V. (2012). *The Book that Made Your World: How the Bible Created the Soul of Western Civilization*, Thomas Nelson Publishers.

## Historical Evidence for the Historical and Biblical Jesus

McDowell, J. and McDowell, S. (2011). *More Than a Carpenter*, Authentic Media.

Strobel, L. and Vogel, J. (2001). *The Case for Christ, Youth Edition: A Journalist's Personal Investigation of the Evidence of Jesus*, Zondervan Publishing Company.

## Made for Relationships

Chapman, G. (2016). *A Teen's Guide to the 5 Love Languages: How to Understand Yourself and Improve All Your Relationships*, Northfield Publishing.

## Emulating Jesus's Character

Smith, J. (2013). *Jesus Is. Find a New Way to Be Human*, Thomas Nelson Publishers.

## Example Weekly Lesson Plan

Lesson Title:	Did Jesus claim to be God?
Depth Study:	Core Depth Study 4: Evidence for the Historical and Biblical Jesus
Term/ Week:	Term 2 - Week 4
Day/ Period/ Class:	Tuesday - Period 6 – 7L

Outcomes and Key Inquiry Questions Covered in this Lesson:
- CSRE4-5 Discuss key pieces of evidence that support the existence of Jesus.  What evidence do Christians have that support their beliefs about Jesus?

Lesson Summary/ Steps
To be presented as a PowerPoint – Did Jesus ever make the claim to be the Son of God, or did other people claim it for him (Mathew 16:15-17)? Student Activity- Match Bible verses with the job description of God- reward fastest and most accurate. Context – why did Jesus call himself the Son of God instead of “God” (Jews had no concept of the Trinity, only God the Father)? Did Jesus lie about being the Son of God? And if so what did he get out of it?

Student Materials/ Equipment
Bibles – (from classroom) Scrap paper- (Students, but have backups) Pens – (Students, but have backups)

Teacher Materials/ Resources
“Case for Christ” – Lee Strobel Laptop with PowerPoint presentation Projector and connecting equipment Have rewards for Student Activity

## Weekly Lesson Plan Template

Lesson Title:	
Depth Study:	
Term/ Week:	
Day/ Period/ Class:	

Outcomes and Key Inquiry Questions Covered in this Lesson:

Lesson Summary/ Steps

Student Materials/ Equipment

Teacher Materials/ Resources

# Seminar: Christmas

## Scope and Sequence Overview

Duration	Topic / Aim	Outcomes
1 – 2 hrs.	<p>The Christmas seminar will start by discussing the busyness of Christmas. The seminar will then seek to explore what Christmas is from a Christian perspective.</p> <p>This seminar will explore the supernatural birth of Jesus and that right from the start there was something unique about this individual. Immanuel God with us.</p> <p>This seminar will then explore what students think they know about Christmas and will distinguish between what is recorded in the Scriptures vs tradition. For example, the Bible does not mention Mary riding on a donkey to Bethlehem.</p> <p>This seminar will also explore the Greek spelling of Jesus Christ and discuss a misconception around 'Xmas'</p> <p>Santa will be discussed - not teaching against Santa but rather showing similarities and differences between Santa and Jesus. This seminar will then explore Saint Nicolas showing how the original Santa was in fact a Christian.</p> <p>This seminar will also be teaching the uniqueness of Jesus Christ as the Son of God and His place in the God head. This will include showing God as; Father, Son &amp; Holy Spirit.</p> <p>This seminar will also show how Christmas is a time of genericity, love and reflection.</p> <p>This seminar will conclude looking at some Christmas Carols - opportunity to sing along</p>	<ul style="list-style-type: none"> <li>CSRE4-3 Describes the way the Bible has influenced Australian culture.</li> </ul> <p>For Students to understand that for many people Christmas can be a stressful and busy time of year.</p> <p>For students to understand Christmas as the climax of the Christian narrative, the arrival of Jesus Christ.</p> <p>For students to discover that much of what we think we know about Christmas is grounded in tradition rather than explicit biblical exposition.</p> <p>For students to have some fun around the similarities between Jesus and Santa and for students to understand the historical beginnings of Santa Clause.</p> <p>For students to begin to grasp that God as understood within Christianity is monotheistic yet triune in nature. That Jesus Christ is to be understood as the incarnation of almighty God.</p> <p>For students to walk away with a bigger picture understanding of the overall Christmas tradition.</p>
Bible Verses	<b>Matthew 1:18-25, John 1:1, 1John 14, Luke 2:1-22,</b>	
Link to WBCEA curriculum	<p>Please follow the following link for further information.</p> <ul style="list-style-type: none"> <li><a href="https://nswactbaptists.org.au/resources/authorised-sre-curriculum/">https://nswactbaptists.org.au/resources/authorised-sre-curriculum/</a></li> </ul>	
Unit Topic	This seminar is part of the WBCEA Discovery Curriculum; <i>Biblical Influences on Western Culture (Christian Festivals and Holidays)</i>	

# Seminar: Easter

## Scope and Sequence Overview

Duration	Topic / Aim	Outcomes
1 – 2 hrs.	<p>This seminar teaches the Easter story of Jesus Christ.</p> <p>This seminar aims to connect with what students already know of the Easter message as well build on their understanding of what sacrificial death of Jesus Christ represents.</p> <p>The overarching theme of Superheroes will be used to draw out this teaching. For example...What do superheros have in common? What qualifies someone to be a hero? Why is it that so many people consider Jesus to be their hero? This will draw out the character and nature of Jesus Christ, that his sacrifice was a declaration of both the justice and great love of Almighty God.</p> <p>This seminar will also explore the person of Jesus Christ. That Christianity proclaims Jesus Christ as divine, the Holy One from heaven to earth.</p> <p>This seminar will not just explore the death of Jesus Christ but also the resurrection of Jesus Christ and its impact upon his first followers.</p>	<ul style="list-style-type: none"> <li>CSRE5-2 Assesses the way biblical themes have influenced wider western culture.</li> </ul> <p>That students would have greater appreciation as to why so many people past and present, particularly in the Christian faith look to Jesus as their true hero.</p> <p>For students to have an increased understanding and knowledge of the significance for Christians of Jesus Christ as being from heaven to earth.</p> <p>For students to be able to explain that God's plan is for mankind to be reconciled back to himself through the events of Easter.</p> <p>That student's would feel inspired by the life, teaching and sacrifice of Jesus Christ, understanding why his resurrection offers hope to Christians.</p>
Bible Verses	<b>Luke: 24, Acts 3:15, Matthew 28, Isaiah 53, Luke 23:34, John 19:30</b>	
Link to WBCEA curriculum	<p>Please follow the following link for further information.</p> <ul style="list-style-type: none"> <li><a href="https://nswactbaptists.org.au/resources/authorised-sre-curriculum/">https://nswactbaptists.org.au/resources/authorised-sre-curriculum/</a></li> </ul>	
Unit Topic	This seminar is part of the WBCEA Discovery Curriculum; <i>Biblical Themes in Popular Culture (Jesus as a Super Hero)</i>	



<b>Seminar: Title</b> Scope and Sequence Overview		
Duration	Topic/ Aim	Outcomes
<b>Bible Verses</b>		
<b>Link to WBCEA Discovery Curriculum</b>	Please follow the link for further information. <a href="https://nswactbaptists.org.au/resources/authorised-sre-curriculum/">https://nswactbaptists.org.au/resources/authorised-sre-curriculum/</a>	
<b>Unit Topic</b>		

# Discovery Curriculum Guidelines for using Bibles in SRE classes

Wherever possible, teachers are encouraged and urged to use class sets of Bibles with the students in your Christian SRE classes. If you are unable to obtain a class set of Bibles, PowerPoints have been provided to display most of the Bible verses and passages used in this curriculum.

Class sets of Bibles are sometimes available for free from the NSW Bible Society. Class sets may also be purchased from the NSW Bible Society, Koorong or other Christian retailers. Perhaps your church, Board or an interested SRE supporter may be willing to make a donation towards the purchase of a class set?

Using actual Bibles in class, as opposed to reading from PowerPoints or worksheets, is hugely beneficial to students. It gives them the highly valuable skills to be able to open and read the Bible for themselves. Discovery recommends teachers use the CEV version of the bible.

Please note however, as a standalone text, the bible is not an approved curriculum and care must be taken while using the bible. For example, students may purposely go looking for verses that are considered controversial and or verses that need a greater understanding of context for their interpretation. Segments of the bible are approved within the context of this curriculum and what has been offered in the lesson material. Teachers must therefore be prepared to redirect students where necessary.

Some students in your classes may never have handled a Bible before. The first time you use Bibles with a class you may need to take time to familiarise the students with several basic understandings including:

- The Bible is divided into two main sections, just like time. The Old Testament covers the period of time before the birth of Jesus (BC – before Christ, or BCE – before the common era) and the New Testament covers the period of time including and after the birth of Jesus (AD – Anno Domini – in the year of our Lord, or CE – common era).
- The Bible is a collection of books, like a small library. Different books in the Bible are different genres or styles of writing. Some are historical narratives, some are prophecy (messages from God that sometimes predict the future), others are poetry, songs or letters. When we read a section of the Bible it is important to know who wrote it, who it was written to and what genre or type of writing it is.
- The books of the Bible were written by more than 40 different authors from all sorts of backgrounds and occupations – kings, fishermen, doctors, prophets, shepherds, tax collectors etc. Christians believe that these people were inspired by God and often refer to the Bible as the Word of God.

- The different Christian denominations all have 27 books in the New Testament. However, Catholic and Eastern Orthodox traditions have more books in their Old Testament than Protestants. [It may be helpful for you as a teacher to view <https://www.youtube.com/watch?v=nFEBwfYZBJY> 'How the Biblical Canon was formed' published by Museum of the Bible]. Note – be aware and respectful of the different traditions if you are teaching a combined class including Catholic and Orthodox students.
- The Bible was originally written in ancient Hebrew, Aramaic and Greek. Over the years the Bible has been carefully translated into many different languages, including English.
- Ask students if they already own a Bible or if they have access to a Bible in the home. If not, check with your school if you may offer them a Bible or show them how to download the YouVersion Bible App to their phone. Encourage students to read the Bible regularly, beginning with one of the Gospels.
- Bible references are just like street addresses. They help us to find a particular location. The book name is a bit like a suburb, the chapter a bit like a street and the verse number/s a bit like a house number. Some books in the Bible have the same name, so they may have a number in front of them – for example John is the Gospel of John at the beginning of the New Testament, whereas 1 John, 2 John and 3 John are letters written by John found towards the end of the New Testament. When the books of the Bible were originally written, they were mostly scrolls. Over time they have been organised and printed into a collection. During this time of organisation chapters and verses were added to help us locate sections within each book. The first number after the name of the book is the chapter number. The second number or set of numbers are the verses – verse numbers are often very small super-script numbers and they don't always appear at the beginning or end of a sentence.

# Sensitive Issues Policy

## Guidelines for dealing with sensitive issues in Christian SRE

Discovery recommends the Anglican Diocese of Sydney SRE Sensitivity Framework (2021) which can be found here:

<https://static1.squarespace.com/static/6282ec55d5f3c229291fcb47/t/6454c0e5f1004769293ba93e/1683276006802/SRE+Sensitivity+Framework+3.2.pdf>

In addition to this Framework, we recommend that all SRE teachers comply with the following guidelines from the NSW Baptist Union (issued 22/9/17):

As SRE teachers, particularly those in combined/joint denominational arrangements, we need to recognise and adhere to the reality that there is not one 'Christian answer' to the questions being raised by our children, youth and community.

For those who have received notice from SU Australia / Generate, we affirm their stand: *While Special Religious Education is a venue where the ethical implications of the Bible should be discussed, sexuality and gender-based issues must not be discussed with students at school, either in the classroom or the playground.*

*The policy of our host, the Department of Education, is clear on this. In the recent Review into SRE; "The Department indicated that covering sex education in SRE is not appropriate and should be taught by professional educators according to the Personal Development, Health and Physical Education (PDHPE) curriculum."*

In the school, we submit ourselves to the policies of the Department of Education. As SRE teachers, we depend upon the Department of Education policy to ensure that SRE operates well in our schools, and it would be hypocritical to selectively ignore it on this topic.

We affirm SU Australia / Generate's request asking all of us *"to ensure any personal comments you make are not portrayed as an official Generate (or Baptist Association) position nor hinder our work in the schools of NSW."* While talking with parents and staff about these topics is not prohibited by Department policy, care does need to be taken to ensure that your views are not construed by others as representative of your SRE role.

Care must be taken in engaging in debates on social media where students might be able to read your posts and construe them as being related to your role as an SRE teacher.

All SRE teachers are reminded that they must adhere to the Department's requirement to not engage in sensitive issues and to always teach from your authorised curriculum.

If the question comes up in the classroom a simple comment such as, "that's not what we are talking about today" and redirecting students back to the lesson is most appropriate. If continued

to be pushed on the issue a more direct statement such as, “The school (or Department of Education) has asked us not to talk about this topic” would be in order.

This guideline in no way gives a definitive answer to the questions students may ask, but it is a guideline to be used with care, sensitivity and wisdom. Overall, the very best thing that we can do is pastorally care for the students, while keeping within the Department of Education’s policies regarding SRE. We can also redirect students to speak with other trusted adults including their parents/carers, other family members, their church leaders and school staff & counsellors. Suggested wording for responding to questions about sensitive issues:

*“That’s a great question and within the Christian community, there may be different ideas and answers to your question. The Department of Education has asked that this topic not be discussed in SRE classes. I’d like to encourage you to speak with an adult you trust about this topic – maybe a parent, carer, other family member, church leader, teacher or counsellor. You can also call Kids Helpline.”*

### **Well-being warnings**

The Discovery curriculum will also, from time to time, include discussions around topics that may be particularly sensitive to some students, whilst still generally being age-appropriate. For example, the question of why God allows suffering. When discussing such topics, it is important to provide well-being warnings to alert students about potentially distressing content, while confirming that God cares about us and wants us to grow in our understanding of Him and His love for us. Here’s a sample wellbeing warning for the start of a lesson:

*“In today’s lesson we will be discussion a Christian response to the topics including, but not limited to [insert topics such as violence, discrimination, trauma and mental health]. These discussions are intended to foster understanding, critical thinking and faith in God, who loves us and cares deeply when we suffer. It’s important that we listen respectfully to one another, even when our opinions differ. If today’s lesson raises any concerns for you, please feel free to reach out to me. You can also reach out to another trusted adult such as a parent/carers, another family member, church leader, or a teacher or school counsellor. Another option is to ring the Kids Helpline anytime on 1800 55 1800. Before we begin today’s lesson, I’d like to pray for us all. You’re welcome to close your eyes as I pray and say “Amen” at the end if you agree with my prayer.*

*Dear God, thank you that you care deeply for each one of us, and the world that we live in. Thank you that you know each of us personally – you know our deepest joys, hurts and fears. Please help us today as we talk about suffering and pain in our world. Help us to speak to one another with kindness and respect, and help us to understand your love and justice for everyone. Amen.”*

**Sample well-being warning for the end of a lesson:**

*“Just a reminder that today’s lesson may have included discussion that some students may have found confronting. Christians believe that God cares for us and our well-being, and He wants Christians to be agents of healing and well-being for others. If anything in today’s lesson raised concerns for you, please speak with an adult you trust or call the Kids Helpline. From my experience, talking with God in prayer can also be very helpful. I’d like to pray for us all now, please keep still while I pray:*

*Dear God, thank you that you care for each and every one of us. I pray for anyone who is struggling with anything we talked about today – please help them to feel your love and support. Please help them to reach out for help from people they trust. I also pray that you would help all of us to show love and care for those around us. Amen.”*

**Creationism**

Within the Christian community there are different views about Creation. For example, some Christians believe in seven literal 24 hour days, others believe that God used seven periods or eras of time and yet others believe that God used a more gradual evolutionary process. Christian Evolutionists believe evolution, as with creationism or intelligent design theory, all imply divine intervention. For example, evolution teaches billions and trillions of positive favourable mutations and adaptations over time. The mathematical probability of this happening by chance is so astounding that it seems very reasonable to conclude divine intervention.

Whatever you personally believe, remember to accommodate for different viewpoints and discussion within the class and to remind students that Christians do not have to choose between science and faith – Christian thought compliments science and vice versa. The important thing to remember is that a Christian worldview believes that God did create the world and everything in it.

# Discovery Curriculum High School SRE Curriculum

## Audio-Visual Policy

All audio and media resources used in SRE must:

1. Comply with the NSW Department of Education and Training's "Audio Visual material in schools – procedures for use" (found at <https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/child-protection-and-respectful-relationships-education/evidence-based-practice/policy-and-procedures/audiovisual-material-in-schools-procedures-for-use> ).
2. Only material rated G or PG may be shown without further consultation. Materials rated M may only be considered for students who are 15 years and over; must be previewed and approved by the Principal; and parents must be informed in advance so that they have the opportunity to withdraw their child from the viewing. Keeping this in mind, the Discovery SRE curriculum only includes material rated G or PG.
3. Acknowledge the source and, where available, the copyright at the start of the related lesson plan.
4. Be downloaded before the lesson and formatted ready for use (for example embedded into a PowerPoint presentation or in an MP4 format for use on Windows Media Player). It is not appropriate to show YouTube (or any other media-streaming platform) 'live' – internet connections can be unreliable and live streaming may risk inappropriate pop-ups and advertisements being shown to the students.
5. Not contain any offensive language. Any songs used must be either:
  - a. 'Teaching' songs that are informative about the Christian faith and/or aspects of the Christian faith and do not require the students to make faith statements that may not be true for them.
  - b. 'Thought-provoking' songs where the students are prompted to consider the lyrics used by the artist, rather than join in singing the song.

### The following is also to be noted:

1. Schools are allowed to perform and communicate copyright material in class under a free exception in the Copyright Act (section 28). Teachers and students can read or perform a literary, dramatic or musical work, or play sound recordings and films in class, where it is:
  - a. in the course of education and is not for profit; and
  - b. the people in the audience or class are giving or receiving instruction, or are directly connected with the place where instruction is given.
- c. Source: <http://www.smartcopying.edu.au/information-sheets/schools/performance-and-communication-of-works-and-audio-visual-material-in-class---what-am-i-allowed-to-do->
2. A YouTube video may be able to be shown in class under section 28 of the Copyright Act, provided it is for the purposes of educational instruction and the YouTube clip itself is not in breach of copyright laws (for example, it is not an excerpt from a copyrighted film or TV program that has been uploaded by someone who is not the creator of the content).

- a. Source: <https://smartcopying.edu.au/using-youtube/#:~:text=Yes%2C%20as%20long%20as%20it,the%20purposes%20of%20educational%20instruction.&text=%E2%80%93%20your%20use%20does%20not%20unreasonably%20prejudice%20the%20copyright%20owner>
3. Discovery recommends only using the audio-visual clips outlined within its curriculum. Nonetheless, should you wish to use additional material the material must be approved by your Authorised SRE Provider to ensure it is age-appropriate, sensitive and theologically appropriate. All material used in this curriculum has been screened according to this policy.
4. All clips provided with the Discovery SRE curriculum are for use only with Christian SRE classes in NSW and are not to be copied or distributed without permission from the original copyright source.

**Please also refer to the NSW Baptist SRE Multimedia / Resource checklist below**

#### SRE Multimedia/Resource Checklist 2024

It is important you make wise decisions around the use of material in addition to what is in the curriculum. It is important to stick to the curriculum as closely as possible, but there may be times you will come across a resource that you might find supplements the lesson well. Additional resources could include songs, poems, podcasts, videos, YouTube clips, visuals or pictures you found on the internet.

In planning your lessons, always check the SRE approved curriculum that you are using and any guidelines or process that it has around extra resources before using this checklist. For example, if you use CEP curriculums, they offer a service of reviewing resources but require a 10-day turnaround for notification of approval.

Always use currently approved curriculum and resources. Using older curriculum may put you at risk of breaching DoE policies and procedures as well as licensing agreements of curriculum providers.

Please note- the Bible itself is not an approved curriculum. It contains adult themes and topics that would be contravening DoE policies and procedures around controversial issues and age appropriateness and sensitivity. Use wisdom in how you allow students access to the Bible in an SRE class or if being given as a gift. This is covered in Module 5.

We suggest using the checklist below for all extra resources involved in teaching SRE in NSW that have not been identified as a part of a curriculum. If you register a no, please avoid using this and look for something else or stay with the curriculum resources for that lesson. If you are still unsure after using this checklist, please contact your Approved Provider for assistance.



Component	Description	Yes	No
Teaching	Is the main purpose of the resource to teach about faith or aspects of faith & does not require students to make faith statements that may not be true for them?		
Supplement	Is the resource being used to supplement the curriculum (Additional resources must only add support and not become the whole lesson)		
Policy	Is the resource in line with the NSW Department of Education's policies (Code of Conduct, Social Media & Controversial Issues)? Covered in Module 7 & Refresher 1, and policies available on <a href="#">DoE website</a> .		
Language	Is the resource free of offensive or derogative language ?		
Graphic Images	Are all video / visual images age appropriate and sensitive and in line with the currently approved curriculum? I think the second sentence needs to be rephrased... something like, Please note: It is better to avoid using images and videos from older curriculum as they have most likely been removed because they are no longer considered age appropriate, sensitive and/or in line with the current approved curriculum.		
Outcomes	Does the resource link back to the big idea/outcomes of the lesson?		
Discriminative, Controversial or sensitive issues	Are the visuals including videos you have chosen for the lesson, culturally sensitive, contemporary and age appropriate? Is the resource free from potentially discriminative, sensitive or controversial issues (even if seemingly minor), such that a student would need extra emotional or mental support in the lesson?		
Appropriateness	If it has a rating, is it rated E, G (K to Year 8) or PG (Year 9 to 12)? (No M, MA15+ or above material can be shown at any time for SRE). If there is no rating, is the resource in keeping with the Social Media Policy and Procedures & Audio-visual Material in Schools?		
Copyright	Have you checked you have permission to copy/download/ reproduce the resource you are looking to use? If there is no rating, is the resource in keeping with the Social Media Policy and Procedures & Audio-visual Material in Schools?		
Communication	Does the resource communicate simply, visually & clearly positive Christian beliefs & values that are held by mainstream Christianity?		
Student responses	Do you anticipate the resource will promote positive responses from students? Is the resource unlikely to raise possible questions or comments from students that could potentially be controversial in nature?		
Thinking & reasoning	Is the resource able to stand by itself and not require a lot of background knowledge or experience from the students, or are you confident that the rest of the lesson sets it in context well?		