

Our SRE

generate ministries



High School Special Religious Education Curriculum

For Parents

This outline is for public viewing and covers school years 7-10 (DEC stages 4 & 5).

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Introduction

Christian Special Religious Education (SRE) is the opportunity for local Provider churches to appoint authorised SRE teachers to teach about their distinctive beliefs and practices to students in their local state school according to the wishes of parents and carers. All students are welcome to attend SRE classes.

The NSW Education Act 1990 makes provision for the teaching of Special Religious Education (SRE) in both Primary and Secondary Government schools, by DEC-approved Providers. Generate Ministries is a third party provider of employment, compliance, training, advocacy and fundraising services and resources to local SRE boards and committees set up by local Providers of SRE to serve the local Combined Churches SRE Arrangement. Employing qualified SRE teachers helps to ensure high quality and consistency of SRE in our state high schools.

The Providers behind Generate welcome the opportunity afforded to all religious persuasions to deliver quality SRE to students in Government schools. Through Generate they are committed to delivering Bible-based educational programs using contemporary teaching methods and suited to the appropriate stage of students' faith development.

Authorised Curriculum

The Department of Education & Communities (DEC) now requires all SRE Providers to have a copy of their curriculum, or a curriculum outline, publicly available online. This Generate curriculum has been authorised by the Baptist Churches of NSW & ACT, the Presbyterian Church of NSW, the Lutheran Church NSW District and the Anglican Diocese of Sydney. Other SRE providers have been invited to authorise it for use by their members who are also employed by Generate on behalf of a local combined churches SRE board. This is a work in progress, and where SRE Provider authorisation has not yet been given, the church/minister that authorises the teacher locally will need to contact the relevant authority in their denomination/Provider and ask that they authorise the curriculum.

The curriculum is designed to be used in conjunction with the syllabus outline and the student workbooks indicated in the syllabus outline. It is recommended that teachers use the workbooks where possible. Further resources will be added over time as they are approved by the authorising SRE Providers.

Each teacher requires their own copy of the teacher's manual for the lesson being taught. The lesson plan and content can be supplemented with ideas from the teacher and other resources. Any non-substantial changes to the lesson must maintain the messages and learning outcomes of the lesson as outlined in the teacher's manual. Any proposed substantial change must be referred to the CEO of Generate ministries in the first instance.

Cross Authorisation of Curriculum

In the context of combined churches SRE the senior minister or other designated official of the local church that is the initial authoriser of the teacher also authorises the curriculum on behalf of their denomination/Provider. Then the other churches that are party to the local SRE Combined Arrangement cross-authorise the initial authorisation using the cross-authorisation form. Having the one curriculum authorised by a whole range of providers resolves the complexity of achieving cross-authorisation across a wide range of different providers and local arrangements. The Generate Curriculum Outline must also be made publicly available online for parents and carers, preferably by a simple link on the SRE board's website to the Curriculum Outline on the Generate website.

Contact Generate Ministries

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Definitions

For the purpose of this outline these definitions are intended:

Curriculum: This document is a curriculum in that it is an outline of the complete SRE course from DEC stage 4 to stage 5 (year 7 to year 10).

Syllabus: Outlines how the four broad thematic areas are develop sequentially (horizontally and vertically) over the course of a students' progress from DEC stages 4 & 5 (year 7 to year 10). In each year across the four thematic areas, the syllabus outline suggests subjects, resources and some brief outcomes.

Modules: Under each subject the modules develop topics that build, explain and apply the subject. These are not lesson plans, and teachers will need to source or write their own lesson plans.

Curriculum Structure

The curriculum is structured both thematically and sequentially and develops both horizontally throughout each school year through four broad themes, and develops vertically as each theme is built on from DEC stage 4 to stage 5 (year 7 to year 10).

Thematic

The curriculum is divided broadly into four thematic areas, with a new theme being addressed, in each term of the school year.

- a. **Biblical foundations (BF)** An exploration of broad concepts of Christian theism (who is God, what is He like etc) the background, purpose, structure and validity of the bible
- b. **Biblical Message (BM)** Looking at the specific teaching of the bible and what it says about God, people and the world. Typically this would be taught through an exploration of bible text.
- c. **Response. (R)** Recognising that throughout the bible, God calls on us to respond to Him. Exploring what it means to be a Christian and how we can respond to Him. Understanding how Christianity differs from the claims of other religions.
- d. **Christianity and Life (C&L)** Exploring issues that people face and what the Christian faith (through the teaching of the bible) has to say about these (e.g relationships, poverty, war, injustice, self image, etc)

Sequential

- The structure allows for both horizontal and vertical exploration of ideas.
 - **Horizontal.** In each school year the content moves from being broad (e.g looking at Christianity and / or the bible, its history, structure etc (BF), through specific teaching of the bible (BM), to the bible's call for a personal response from people (R) , and finally for people who have responded, exploring how to live applying the bible's teaching in today's world (C&L)
 - **Vertical .** Content areas outlined in a particular theme builds on the knowledge / understandings of the content from that theme in a previous year or stage (e.g Biblical Foundations (BF) in Stage 5, builds onto Biblical Foundations (BF) content from Stage 4).

Curriculum Overview

	Term 1	Term 2	Term 3	Term 4
	Bible Foundations (BF)	Biblical Message (BM)	Response (R)	Christianity and Life (C&L)
Stage 4 (Year 7)	Christian Foundations & Fence Posts. CEP Lessons on Tap Unit 1&2	Jesus' life & message. (Mark's Gospel) CEP Mistaken Identity	Things young people think about CEP Lessons on Tap Unit 5	The sermon on the mount CEP: Another Dimension
Stage 4 (Year 8)	The bible's story of salvation CEP Finding Your Way	Luke's Gospel CEP: Radical Jesus	Old Testament people and events CEP Lessons on Tap Unit 3	Engaging with the big questions of life. CEP Your Sneaking Suspicions? (part 1)
Stage 5 (Year 9)	Learning from the past CEP: Life in the Past Lane	Exploring biblical themes CEP: No Turning Back	Examining who you are & what God created people to be. CEP: YOU: an introduction	Engaging with the big questions of life. CEP Your Sneaking Suspicions? (part 2)
Stage 5 (Year 10)	Looking at historical Jesus CEP: Historical Jesus	Studies in John's Gospel CEP 10:10	How is Christianity different from other religions? CEP: A Spectators Guide to World Religions	Christian Ethics CEP The Good the Bad and the Ethical (parts 1 &2)