

**Pennant Hills
& Cherrybrook**

CHRISTIAN EDUCATION ASSOCIATION INC.



SPECIAL RELIGIOUS EDUCATION SYLLABUS

CHERRYBROOK TECHNOLOGY HIGH and
PENNANT HILLS HIGH SCHOOLS

PENNANT HILLS and CHERRYBROOK CHRISTIAN EDUCATION ASSOCIATION INC

THE ASSOCIATION

The Pennant Hills and Cherrybrook Christian Education Association Inc. is an incorporated body set up by churches in the area served by Pennant Hills High School and Cherrybrook Technology High School. The Association is made up of representatives from each church with an elected executive to manage day to day business. The purpose of the Association is to provide Special Religious Education (SRE) at the two schools as provided for in the New South Wales (Australia) Education Act.

This syllabus has been developed by the Pennant Hills and Cherrybrook Christian Education Association to guide the Special Religious Education teaching at Pennant Hills High School and Cherrybrook Technology High School. At each of these schools SRE is taught by teachers employed by the association.

Please feel free to make comments and suggestions at any time to secretary@phccea.org.au.

Use of this Document

This document has been developed primarily to guide the teaching of Special Religious Education at Pennant Hills and Cherrybrook Technology High Schools. Other SRE teachers and associations may wish to use the document in whole or part. This syllabus may be used in whole or part for non commercial purposes.

If the syllabus is used in whole or part the association asks that it be advised as to how the document was used. We would welcome any comments on the syllabus. Your assistance would help us with future revisions. Please direct all communications to: secretary@phccea.org.au.

Syllabus Adoption and approval

At the 107th committee meeting of the Pennant Hills Cherrybrook Christian Education Association, on 4th February 2010, this syllabus was adopted. Following the requirements introduced in 2013, this curriculum was approved as an authorized curriculum of the Baptist Union of NSW under delegated authority by Pastor John Macindoe, Pennant Hills Baptist Church, on 4 August, 2013.

INTRODUCTION

This Christian Studies Syllabus provides for a basic knowledge and understanding of the Christian faith and its relationship to contemporary teenage life. It provides the basis for lessons in SRE classes in a state secondary school in New South Wales. It will guide teachers in the preparation of programmes and lesson plans.

GENERAL AIM

The general aim is provide students of all denominations in Years 7 to 10 with a knowledge, understanding and experience of the basic elements of the Christian faith.

SOME SPECIFIC OBJECTIVES

- To develop the student's knowledge and understanding of:-
 1. God's character and plan of salvation through Jesus Christ.
 2. the human race's place in God's creation, their impaired relationship with God and the consequences.
 3. a life characterised by a decisive commitment to Jesus as Lord and Saviour and sealed with the power of the Holy Spirit.
- To develop, where possible a positive attitude to the Christian faith.

THE PROCESS

Teachers will use this syllabus to develop a sequential programme of lessons for each class or year group. While each programme may be different in approach and sequence they will reflect this syllabus.

These programmes will:

1. reflect the particular timetable pattern and time allocation of the specific school.
2. reflect the specific backgrounds, experiences and needs of a class.
3. reflect the skills and experiences of the teacher.
4. provide sequences of units and lessons that build on previous experiences and develop students understanding and knowledge.
5. identify and draw on appropriate and effective resources.
6. identify in the overall pattern of lessons where salvation history will be clearly identified and opportunities provided for students to reflect on their place in that history.
7. reflect unique aspects of the whole school e.g. across the school vocabulary schemes, classroom management.
8. provide for ongoing evaluation and registration which would form the basis of future revisions.

From the programmes teachers will develop **lesson plans**.

CLASSROOM METHODOLOGY

While each teacher will develop their unique style in the classroom some general principles would apply..

- That the lessons are Special Religious Education lessons in a state secondary school with students from a range of beliefs.
- The background of each individual student will be acknowledged and treated with dignity and respect.
- Lessons will rely heavily on the source material found in the Old and New Testaments of the Bible.
- The lessons will reflect and develop the language of the Bible and the Christian faith.
- The lessons will assist and encourage students to reflect upon Biblical perspectives.
- The lessons will encourage student enquiry.
- The lessons will relate course content to life issues and experiences of pupils.

- Modern and appropriate resources and practices will be utilized.
- A range of learning styles will be used.
- Classroom practices would reflect the school norms.

EVALUATION

While formal student evaluation will often not be appropriate some evaluation should take place. The classroom practices, content and resources should be regularly evaluated. This evaluation would be an important part of future revisions.

STAGE 4 – Year 7

INTRODUCING THE BIBLE AND JESUS AND THEIR RELEVANCE TO US TODAY.

Application

A student:

- develops a knowledge, understanding and interest in the Bible and its relevance for people today.
- develops a knowledge, understanding and interest in Jesus and the Christian faith.
- develops basic skills in Bible study.

4.1 INTRODUCTION

4.1.1 Outline of the Pennant Hills Cherrybrook Christian Education Association.

4.1.2 Outline of the Special Religious Education program at the school.

4.2 THE BIBLE: AN OVERVIEW

Suggested Time Allocation 25% of the available time

4.2.1 Structure of the Bible

4.2.2 Some authors of the Bible

4.2.3 Translations

- How was/is the Bible translated?
- Why are there different translations?

4.2.4 Some significant events from the Old Testament and the New Testament

4.2.5 Some examples of Biblical archaeology

4.2.6 How do we use the Bible

- Index
- Chapter and verse
- Verses for specific situations
- Genres
- Establish a pattern of reading and studying which is reinforced over the next 4 years

4.2.7 The Bible in the Australian Society. Examples such as

- Movies
- Literature
- Legal system

4.2.8. The authority of the Scriptures

4.2.9. The canonisation of the Scriptures

4.3 GOD

Suggested Time Allocation 10% of the available time

- “The doctrine of God as trinity, creator and redeemer.
- Ideas about god(s)

4.4 THE NEW TESTAMENT

Suggested Time Allocation 50% of the available time

4.4.1 Jesus – his times, life, works and significance

- His birth, baptism, death, resurrection and ascension
- Examples of his teachings
- Some of the significant events in his life

4.4.2 The Good News

- Sustaining creation
- The fall
- Redemption through Christ's penal substitution on the cross
- New Life
- Recreation
- Decision making – examples of decisions and consequences

4.4.3 A Christian

- What is a Christian
- How to become a Christian
- Salvation by grace alone
- Examples of Christians – historical, recent times, today
- Faith – definition and definition from various Christian traditions
- Christian practices – prayer, Bible reading, holy communion, evangelism, service, fellowship, church, worship, discipleship
- Denominations – a positive historical approach
- Interdenominational organisations e.g. PHCCEA, Gideons, Missionary Aviation Fellowship, SIM

4.5 SIGNIFICANT EVENTS – at the relevant calendar point

Suggested Time Allocation 10% of the available time

4.5.1 Easter – outline of events and significance

4.5.2 Christmas - outline of events and significance

4.6 TOPICAL ISSUES/GUEST SPEAKERS

Suggested Time Allocation 5% of the available time

Compatible with and fit within the stage 4 and 5 Syllabus

STAGE 4 – Year 8

INTRODUCTION TO AND THE RELEVANCE OF THE OLD TESTAMENT

Application

A student:

- develops a knowledge, understanding and interest in the narratives of the Old Testament.
- develops a knowledge, understanding and interest in the relevance of the Old Testament.
- develops skills in processing and applying information.
- develops a knowledge, understanding and interest in the links between the Old and New Testament.
- develops a knowledge, understanding and interest in the way God is revealed in the Old Testament.

4.6 INTRODUCTION TO THE OLD TESTAMENT

Suggested Time Allocation 5% of the available time

A brief overview with some of the characters and events

4.7 SOME PEOPLE AND EVENTS FROM THE OLD TESTAMENT

Suggested Time Allocation 80% of the available time with all major headings being dealt with in a meaningful manner

The approach to the study of the Old Testament should be one that

- *Develops a theme rather than isolated people and events e.g. God’ promises, Obedience*
- *Involves application rather than just a knowledge of people and events*
- *continuously and where appropriate demonstrates the links with the New Testament and the life and death of Jesus*

The following are some suggestions as to possible approaches to “People and events of the Old Testament”

Teachers select and implement an approach appropriate to the class, resources available and their knowledge and skills.

Examine the covenants.

Throughout the course of human history, the Bible tells us that God has been actively and deliberately directing people to him. God’s method of dealing with people has been to establish covenants with them. Using the covenants approach the students would examine the covenants in the Old Testament. They would examine the terms and results of these past covenants. Students would examine the covenants of Adam, Noah, Abraham, Moses and David. They would also take note of how Christianity – the final covenant – relates to the previous covenants and examine how specific the Old Testament is in foreseeing and foreshadowing the new covenant of Jesus.

Word Based

A key aspect of this “Word Based” approach to teaching the Old Testament is to provide students with many opportunities to read the text of the Old Testament, in the context of the narrative, for themselves. Rather than reading a summary or paraphrase students read

Continued.....

significant passages of the Old Testament text as they study the key events. Linking summaries are used on occasions

This approach...

- 1. develops the students' knowledge and appreciation of the skill of reading the Bible*
- 2. develops the skill of faithfully exegeting the text of the Bible*
- 3. develops an understanding of key texts in their historical, cultural and religious context*
- 4. provides students with a body of knowledge of significant Old Testament passages*

Narrative Approach

The narrative approach explores God's revelation and His relationship with humanity through the lives of key people and major events of the Old Testament. A course with the narrative approach follows these events in a chronological order. Each event is explored to discover...

- *aspects of God*
 - *His character*
 - *His plans*
 - *His purposes*
- *aspects of humanity*
 - *Our nature*
 - *Our character*
 - *God's plans and purposes for us*

God's People in God's Place under God's rule

The key to this approach is the use of Graeme Goldsworthy's summary of God's redemptive purpose in the phrase "God's People in God's Place under God's rule". Students explore how the redemptive plan is unfolding through the lives of key people (Adam and Eve, Noah, Abraham, ...) in key locations (Garden of Eden, the Ark, land of Canaan, ...) and how God is communicating his divine rule (firstly through His spoken word, then through His written Word [the law] and ultimately in the person of Christ

4.7.1 THE BEGINNING OF HISTORY

- Creation
- The fall – decision and consequences
- The flood – Noah
- The Tower of Babel

4.7.2 THE PATRIARCHS

- Abraham
- Isaac
- Jacob
- Joseph

4.7.3 THE EXODUS

- Moses and the burning bush
- The plagues
- The passover
- Crossing the Red Sea

4.7.4 THE GIVING OF THE LAW

- Purpose of The Law
- The giving of The Law
- The Ten Commandments and Australian Society
- The relevance of the Law to us today (Romans 3:20)

4.7.5 THE PROMISED LAND

- 40 Years in the wilderness
- Joshua
- Ruth

4.7.6 THE KINGDOM OF ISRAEL

- Saul
- David
- Solomon
- The divided kingdom

4.7.7 THE EXILE

- Jonah
- 2 Kings
- Daniel
- Elijah

4.7.8 THE RETURN

- Ezra
- Nehemiah
- Esther

4.8 SIGNIFICANT EVENTS – at the relevant calendar point

Suggested Time Allocation 10% of the available time

4.8.1 Easter – outline of events and significance

4.8.2 Christmas - outline of events and significance

4.9 TOPICAL ISSUES/GUEST SPEAKERS

Suggested Time Allocation 5% of the available time

Compatible with and fit within the stage 4 and 5 Syllabus

STAGE FIVE – Year Nine

EXPLORATION OF THE CHRISTIAN GOSPEL

Application

A student:

- Develops a self esteem that aligns with God’s perception of us
- Develops a respect for creation
- Develops a knowledge, understanding of and interest in applying Christian principles to everyday life.
- Develops a knowledge, understanding of and interest in Christian mission and charities
- Develops a knowledge, understanding of and interest in the disciplines that guide a Christians life

DECISION MAKING FROM THE CHRISTIAN PERSPECTIVE

This section should be taught by showing the practical implications of the gospel and its impact on our world views

5.1 BIBLICAL EXAMPLES OF CHOICE AND CONSEQUENCES

Suggested Time Allocation 5% of the available time

- Adam and Eve
- Judas Iscariot

5.2 SELF ESTEEM/PERSONAL WORTH

Suggested Time Allocation 10% of the available time

- Who is God? (See 4.3)
- Who am I?
- Made in the image of God
- Spiritual identity
- We are sinful, we are loved by God but face his judgment
- Humility

5.3 CHOICES AND CONSEQUENCES RELEVANT TO FAITH AND VALUES

Suggested Time Allocation 15% of the available time

- 5.3.1 - Preferences and how they are developed
- Influences on specific decisions as appropriate

- 5.3.2 Explore examples relating to

- Relationships
 - Relationship with God
 - Faith
 - Case studies
 - John Ch. 3.
 - Relationships with family, friends and church
 - Matthew 22: 34 - 40
 - Ephesians Ch. 6
 - Acts 2:42-47
 - Relationships relating to
 - Racism
 - Serving/Leadership
 - Enemies
 - Authority
- Speech - James 3

5.4 MORAL ISSUES

Suggested Time Allocation 15% of the available time

5.4.1 Drugs and alcohol

- The issue
- A Christ centred approach to the issue

(There are Departmental and school guidelines relating to some of the issues in 5.4. Teachers must consult the relevant staff in the school before treating this material in class. E.g. school Counselor, P.D.P.H.E Headteacher)

CHRISTIAN LIVING

5.5 CHRISTIAN DISCIPLINES

Suggested Time Allocation 20% of the available time

5.5.1 Faith – Biblical and Contemporary examples

- Case studies to demonstrate faith

5.5.2 Prayer

- What is prayer?
- Why do we pray?
- How do we pray?

5.5.3 Bible study

- What is the word of God
- Why do we study God's word?
- Methods of studying the Bible
- Bible reading aids

5.5.4 Worship

- Whole of life (Romans 12:1-2 and Hebrews 13:15-16)

5.5.5 Fellowship

5.5.6 Ministry

- Biblical and current examples
- Types
- Case studies of roles

5.6 CHRISTIAN MISSION AND CHARITIES

Suggested Time Allocation 25% of the available time

5.6.1 Word and deed

- Introduction to missions and charities
- Examples of missions and charities – Biblical, historical and contemporary
- Biblical basis

5.6.2 Case studies

- Case study of a mission
- Case study of the founder of a mission
- Case study of a current mission worker
(This topic is particularly suitable for group and individual work to produce a poster and for visiting speakers)

5.6.3 Practical project linked to a mission

- e.g. 40 Hour Famine

5.7 continued.....

5.6.4 Mission Issues

- Proclamation of the gospel
- Justice e.g. speaking for others - homelessness
- Poverty and suffering – causes and responses
- Land Use/Rights, Ecology and Pollution – responsible for how we use the environment

- Church influence on culture

5.7 SIGNIFICANT EVENTS – at the relevant calendar point

Suggested Time Allocation 5% of the available time

5.7.3 Easter – outline of events and significance

5.7.4 Christmas - outline of events and significance

5.8 TOPICAL ISSUES/GUEST SPEAKERS

Suggested Time Allocation 5% of the available time

Compatible with and fit within the stage 4 and 5 Syllabus

STAGE FIVE – Year Ten

BELIEF FORMATION

Application

A student:

- Develops an ability to compare various religious points of view
- Develops a knowledge, understanding and interest in Biblical History and the Jesus of the Bible
- Develops an ability to examine and/or face issues from a Christian perspective

5.9 COMPARISONS OF RELIGIONS AND WORLD VIEWS.

Suggested Time Allocation 30% of the available time

- 5.9.1 How do we form our beliefs?
 - People and sources
- 5.9.2 Belief systems
 - Atheist
 - Agnostic
 - Religionist
 - Christian Disciple
- 5.9.3 A Christian comparison of major world religions
 - Islam, Judaism, Buddhism and Hinduism
 - Make comparisons in terms of origin, beliefs, customs.
 - Montheism, dualism, monism, atheist

5.10 APOLOGETICS

Suggested Time Allocation 25% of the available time

- 5.10.1 The Bible
 - Literary styles, structure
 - The message of the Bible
- 5.10.2 Archaeology
 - What is archaeology
 - Case studies of examples relevant to the Old and New Testament
- 5.10.3 Jesus of Nazareth
 - Evidence of the life, death and resurrection of Jesus
 - The Messiah

5.11 TOUGH ISSUES

Suggested Time Allocation 30% of the available time

Issues from the following list may be investigated from a Christian perspective

- Science and Christianity
- Meaning of life
- Suffering
- War
- Violence
- Death
- End times
- Absolute truth

5.12 SIGNIFICANT EVENTS – at the relevant calendar point

Suggested Time Allocation 10%

- 5.12.1 Easter – outline of events and significance
- 5.12.2 Christmas - outline of events and significance

5.13 TOPICAL ISSUES/GUEST SPEAKERS

Suggested Time Allocation 5%

Compatible with and fit within the stage 4 and 5 Syllabus

5.14 REFLECTION

Reflection, personal thinking and response