

2024

Schools
Catalogue



- 1 Welcome!
- 2 **Preschool and Primary—Stages 1, 2 and 3**
- 2 Hello God!
- 3 Beginning with God
- 4 Connect
- 6 Big Questions
- 7 Additional visual resources
- 8 MyConnect

10 Curriculum overview

12 Secondary—Stages 4, 5 and 6

- 12 CEP Teachers Lounge
- 14 Finding Your Way
- 15 Mistaken Identity?
- 16 Another Dimension
- 17 The Psalms
- 18 Your Sneaking Suspicions?
- 19 War of the Spirit World
- 20 Birth of a Nation
- 20 Radical Jesus
- 20 Hard Core Christians
- 21 Think Faith (Stage 4)
- 22 You: An Introduction
- 23 If I Were God, I'd End All the Pain
- 24 Big Calls
- 24 Historical Jesus
- 24 Looking for Life
- 25 Think Faith (Stage 5)
- 26 Life in the Past Lane
- 27 No Turning Back
- 28 The Good, the Bad and the Ethical
- 29 The Resurrection
- 30 A Spectator's Guide to World Views
- 31 A Doubter's Guide to World Religions
- 32 Hope for a Shattered World
- 33 The Cross
- 34 The Spirit
- 35 10:10
- 36 Think Faith Seminars (Stage 6)

Revised
for
2023

Revised
in
2022

New for
2023

37 Ordering



Since 1922

Since 1922, **Christian Education Publications** (CEP) has produced resources for schools grounded in the belief that God is the source of all truth and that his word the Bible is where he reveals himself and his saving purpose in Christ Jesus.

Our resources continue to provide rigorous and engaging material on aspects of belief, faith and truth, and the relevance of the Christian message in our world today, and have been used by millions of students in Australia and around the world.

Welcome!

This catalogue, and the curriculum programs within, aim to help you in presenting the Christian faith and Christian thinking clearly and relevantly to the young lives in your care.

Our leading primary resource, *Connect*, is now 26 years young with sales approaching 6.5 million. Over the last year, we've produced new PowerPoint slides and coloured visual aids for every lesson and a new song (and video) for every term. You'll find these resources at cepconnect.com.au—a free site—used by over 7000 registered teachers.

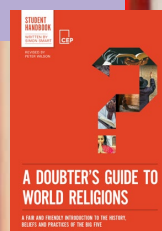
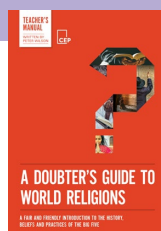
Two years ago, we revised *The Good, the Bad and the Ethical*. Last year, sales doubled. We're sure you'll love our new curriculum, *A Doubter's Guide to World Religions*. John Dickson remains the highest selling Aussie Christian author and apologist with an extraordinary gift for clear, humorous and compelling communication.

Turn to page 31 to read more about *A Doubter's Guide to World Religions*.

With every new product and revision we undertake, we strive to give you the best pedagogy and the most compelling products. Your feedback and ideas on where we should be developing new resources are valued and welcome.

Have a great 2024!
The team at CEP

We're sure you'll love our revised *A Doubter's Guide to World Religions* Teacher's manual and Student handbook (p. 31).



Hello God!

The Teacher's pack includes a manual full of detailed preparation notes, 20 colour posters, lesson aims and outcomes, and a CD of age-appropriate songs and movement music.

By the end of *Hello God!*, students will:

- know that the Bible teaches that God created the world and everything in it, humans choose to not obey him, and he sent his Son, Jesus, so we could once again be his friends
- understand that God loves them, and is trustworthy and powerful
- consider how what they learn about God and Jesus affects their lives.

40 lessons per year offered in two semesters.

Semester 1 Code 3100

Semester 2 Code 3103

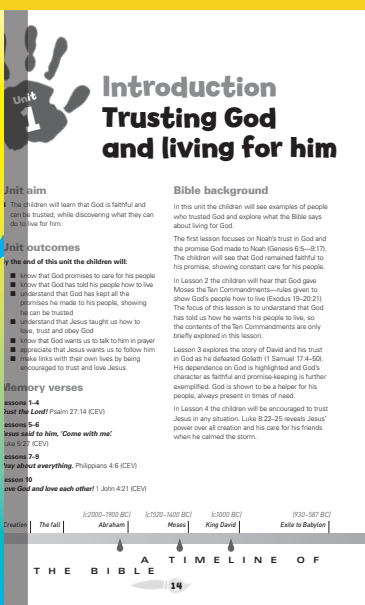
Child's component

Semester 1 **\$3.25 each** Unit 1 Code 3101

Semester 1 (one-time digital file) **\$21.95 each** Unit 2 Code e3102

Semester 2 (one-time digital file) **\$21.95 each**

Unit 1 Code e3104 | Unit 2 Code e3105



There is a **Teacher's poster** to be displayed in each lesson, which illustrates the Bible theme being taught. These are useful for reinforcing teaching, summarising and recalling past lessons, and creating a colourful timeline of lessons.

Jesus' birth | Jesus' ministry | Jesus' death & resurrection | The Church begins | God's people today

Beginning with God

Beginning with God is a one-year, stand-alone program which paints a big picture of the God of all creation and his unfolding plans, culminating in Jesus.

The accompanying Student activity book contains a double-sided worksheet for each lesson, which is perforated so that students can take their work home each week.

The Visual aid pack features 18 posters of the biblical events, characters and stories covered in the lessons. Digitised copies of all images are also included in the pack.

Learning outcomes

By the end of *Beginning with God*, students will:

- know that we learn about God, his plans and his Son Jesus, through the Bible
- be able to recall some of the teachings of Jesus, the things he did, and why his death and resurrection is so important to Christians
- have a growing sense of God’s love for them and his desire to be their friend, and know that this is only possible through Jesus.

Duration

40 lessons (1 year’s worth) in a single volume.

Teacher’s manual **\$53.95 each** Code 17011

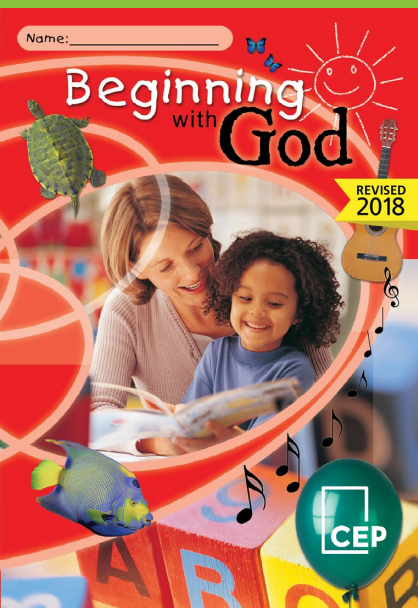
Visual aid pack (inc. digitised images) **\$41.95** Code 17000

Digital Visual aid licence **\$19.95 per teacher** Code e17000

Student activity book **\$5.85 each** Code 17012



More online resources support this unit
<http://cepconnect.com.au> (see pages 8–9)



God's love is higher and wider than we know.

Number these pictures in the correct order.

 I make	 We buy	 God made
 We drink	 God sends and to make the grow	 Farmers send for bottling

God's world was perfect. Lesson 5

Draw Adam and Eve. Circle the fruit of the trees they could eat.
Mark a cross on the tree with fruit they should not eat.



View sample online
<http://cepstore.com.au/bwg>

Stages 1, 2 and 3

2024 is
Connect
Cycle B

Over
6.35
million
sold

Connect

Connect is a three-year rotating curriculum covering Stages 1, 2 and 3. Across the six years of primary school students will work their way through the program and the entire biblical story twice, returning to familiar passages in their later years but at a deeper learning level.

Learning outcomes

By the end of this unit, students will have:

- knowledge and understanding, in relation to God, Jesus Christ, the Holy Spirit, ourselves and others, the world and the sources of knowledge about God
- skills, in relation to investigation, communication, participation and application
- values and attitudes, in relation to trusting God through faith in Christ, culture and the world, social justice, stewardship and ecology, and learning.

Also included are numerous extension activities, discussion starters, multiple-intelligence learning ideas, tips for teaching memory verses and songs, guides for praying, extra dramas and questions, and much more.

Duration

40 lessons per year offered in two semesters (B1 and B2).

Teacher's manual **\$43.95 each**

Infants	B1 Code 18311		B2 Code 18411
Lower Primary	B1 Code 18321		B2 Code 18421
Upper Primary	B1 Code 18331		B2 Code 18431

Student activity book **\$3.85 each**

Infants	B1 Code 18312		B2 Code 18412
Lower Primary	B1 Code 18322		B2 Code 18422
Upper Primary	B1 Code 18332		B2 Code 18432



More online resources support this unit
<http://cepconnect.com.au> (see pages 8–9)



View sample online
<http://cepstore.com.au/connect>

Connect B explores how God makes and keeps his promises.

Students will learn about people who received promises from God and will come to understand that God's promises can be trusted. They will learn how Jesus fulfils God's promises and why people continue to trust Jesus today.

B1—Combination of Old Testament and New Testament

Term 1 Who is this man? (Luke's Gospel)

Term 2 God's big promises—Abraham to Joseph

B2—Combination of Old Testament and New Testament

Term 3 God keeps his promises—Moses to the Promised Land

Term 4 God's promises for the whole world—Romans

Connect Visual aids

These visual aids can be used across all three age learning levels and there are posters suitable for use in every lesson. The pack includes 24 A2-sized colour posters, plus digitised images of the posters and PowerPoint slides as downloads.

Visual aid pack **\$43.95 each**

B1 Code 18300 | B2 Code 18400

The Digital visual aid licence gives you all the digital images as downloads for use in your multimedia presentations.

Digital visual aid licence **\$19.95 per teacher**

B1 Code e18300 | B2 Code e18400

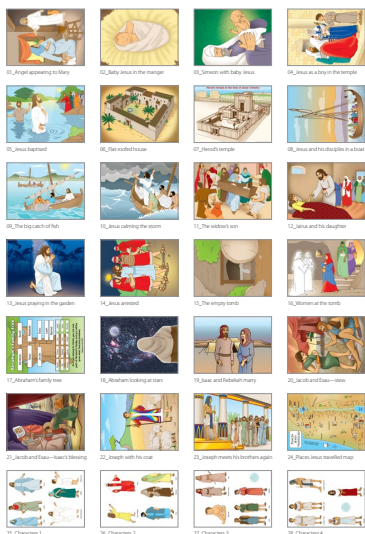


More online resources support this unit

<http://cepconnect.com.au> (see pages 8–9)

connect

For use with Connect B1 Infants, Lower Primary and Upper Primary curriculum.



View sample online

<http://cepstore.com.au/connect>

Big Questions

Big Questions is offered as an alternative to Connect for the final year of primary. It uses an open questioning style of learning where students share their own opinions and investigate the Bible looking at how its teachings intersect with our culture and what this means to them.

Big Questions tackles such issues as ‘What is God really like?’, ‘What does it mean to be human and made in God’s likeness?’, ‘How do I find meaning in my life?’, and ‘How do I make choices about my future?’.

Learning outcomes

By the end of this unit, students will have:

- knowledge and understanding, in relation to the character of God, the uniqueness and value of humans, the historical reliability of the New Testament
- skills, in relation to handling the Bible with confidence, engaging in discussion, investigation
- values and attitudes, in relation to the Christian view of life, how God changes people, the value of relationships.

Duration

40 lessons per year offered in two semesters.

Teacher’s manual **\$43.95 each**

Semester 1 Code 3201

Semester 2 Code 3202

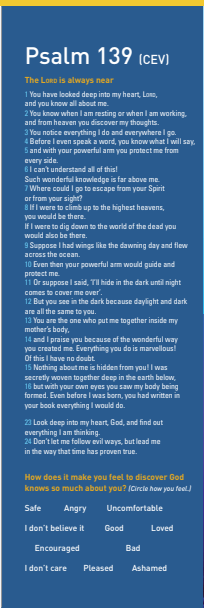
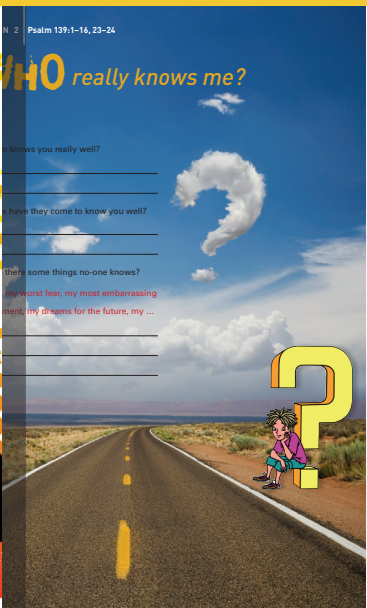
Student magazine **\$5.45 each**

Semester 1 Code 3211

Semester 2 Code 3212



More online resources support this unit
<http://cepconnect.com.au> (see pages 8–9)



View sample online
<http://cepstore.com.au/big-questions>

Stages 1, 2 and 3

Additional visual resources

Each poster pack comes with a set of teacher's notes explaining the biblical content of each poster and a CD of the images in digital format.

Bible Events Poster pack

Thirty-two A5 posters of significant Bible events and people covering the creation of the world to Jesus' second coming. Can be displayed as a timeline.

\$29.95 Code 1481

Bible Maps Poster pack

Twelve A2 maps for both Old and New Testament times, showing David and Solomon's kingdoms, the twelve tribes of Israel, the places Jesus travelled, Paul's missionary journeys and more.

\$34.95 Code 1471

Bible Timeline Poster pack

Nine A2 posters depicting God's big salvation plan from creation to the present day. The major events in the Bible are shown on the one long timeline.

\$29.95 Code 1431

Digital visual resources

Each of these digital downloads contains over a hundred high resolution images in full colour ready to use in PowerPoint presentations or on an interactive whiteboard. Perfect for printing posters too.

Bible Timeline, Events & Maps Visual aids (Digital)

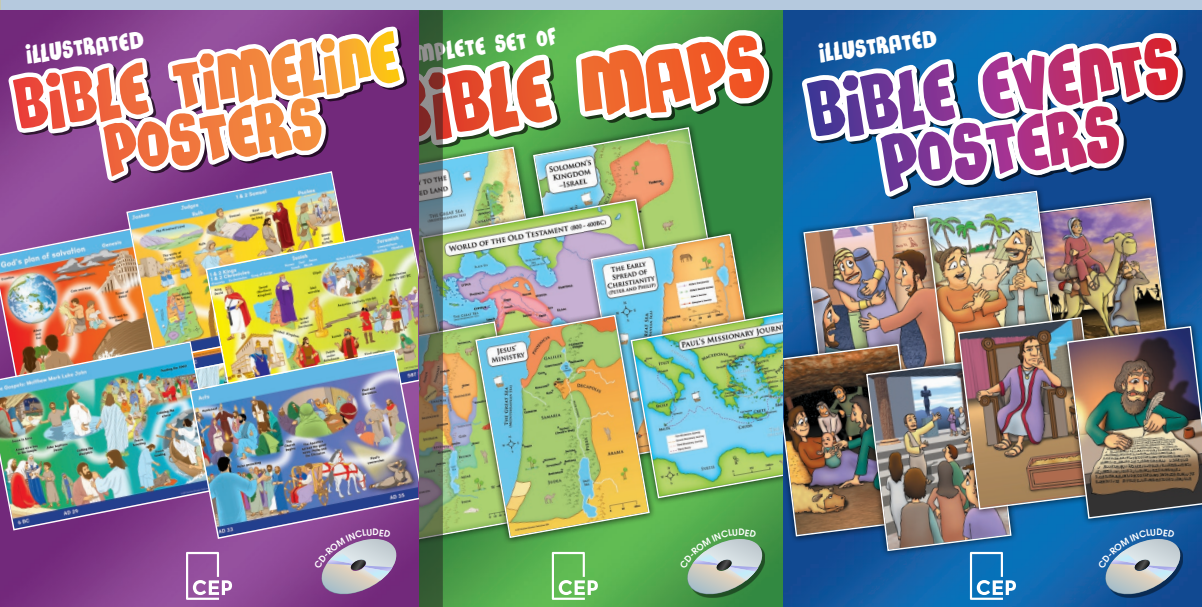
\$49.95 Code e6223

New Testament Visual aids (Digital)

\$49.95 Code e6202

Old Testament Visual Aids (Digital)

\$49.95 Code e6200





myconnect

Your complete primary resources website

<https://cepconnect.com.au>

With over 7000 thousand active users, MyConnect is the most comprehensive online resource for primary Christian education.

Whether you use *Beginning with God*, *Connect* or *Big Questions*, cepconnect.com.au is for you!

It's got PowerPoints for each lesson, songs, videos, teaching tips, FAQs, plus the full Scope and sequence for each program and more.

And it's all free!

Sign up
today!







Since 1922

Curriculum Overview

All our **primary curricula** are comprised of colour Student activity books with age-appropriate learning, extensive Teacher's manuals with clear, structured lesson plans, multiple-intelligence extension exercises, music, prayers, drama and more.

Hello God!

The perfect introduction to the Christian faith. This program covers the themes of God's character, his world and promises, and what it looks like to trust and live for him.

See page 2.

Connect

Infants

Connect Infants—Cycle B explores how God makes and keeps his promises through both the Old and New Testaments.

See pages 4–5.

Connect

Upper Primary

Connect Upper Primary—Cycle B. The same themes as Infants and Lower Primary, but at a Stage 3 learning level.

See pages 4–5.



Stages 1, 2 and 3

Beginning with God

Beginning with God is for students with little prior Bible knowledge. It introduces them to God's unfolding plan throughout creation and his Son Jesus.

See page 3.

Connect

Lower Primary

Connect Lower Primary—Cycle B. The same themes as Infants, but at a Stage 2 learning level.

See pages 4–5.

Big Questions

An alternative curriculum to *Connect* for Stage 3, *Big Questions* uses a discussion-based format with plenty of open questions to get to the heart of what God is like, who Jesus is, and what this means for how we live.

See page 6.



View Teacher's manual and Student activity book samples online
<https://cepstore.com.au/primary>

Our **secondary resources** are suitable for a range of year groups. They are of varied length and are designed to fit into your existing program. Each unit contains multiple activities built around each theme and subject to suit various learning styles. You will always have more material to choose from than you will need.

Finding Your Way

The perfect introduction for secondary Religious Education covering the whole sweep of the Bible from Genesis to Revelation. All subsequent units can build on this foundational understanding.

See page 14.

Another Dimension

The incredible life offered through the lens of Jesus' teaching at the Sermon on the Mount.

See page 16.

Your Sneaking Suspicions?

A questioning, challenging and apologetic look at the big questions of life and the claims of the Christian faith.

See page 18.

**Radical Jesus
Birth of a Nation
Hard Core
Christians**

3 titles that examine the radical life Jesus led, how all Scripture foreshadowed and was fulfilled in him, and the nature of the Christian life.

See page 20.



Stage 4
Stage 5

Mistaken Identity?

Cover to cover through Mark's Gospel examining Jesus' purpose and identity.

See page 15.

The Psalms

Music and poetry as timeless worship of the God of the universe.

See page 17.

War of the Spirit World

Making sense of the supernatural, evil, life after death, in light of the ultimate power of God.

See page 19.

**Think Faith
—Stage 4**

64 fully digitised lessons—enough for all of Stage 4. Topics cover various books and personalities of the Bible and what the Christian life looks like.

See page 21.



View Teacher's manual and Student handbook samples online
<https://cepstore.com.au/secondary>

Revised
in
2022

You: An Introduction

Human identity in a postmodern world.

See page 22.

Big Calls Historical Jesus Looking for Life

3 titles that look at Jesus' five bold 'I am' statements, the historical life of Jesus, and the purpose of our lives according to Jesus.

See page 24.

Life in the Past Lane

Growth, conflicts, major figures and events of the church from Acts onwards and their impact on the present day.

See page 26.

The Good, the Bad and the Ethical

Systematic study of the major ethical frameworks—contains multiple case studies.

See page 28.



Stage 6

If I Were God, I'd End All the Pain

The age-old struggle of humanity and suffering in the light of the comfort of Christ.

See page 23.

Think Faith —Stage 5

64 fully digitised lessons—enough for all of Stage 5. Topics cover various books and personalities of the Bible and the nature of the Christian life.

See page 25.

No Turning Back

6 timeless themes from Ephesians that promise the most fulfilling life possible.

See page 27.



In addition to the content within the Teachers manuals and Student handbooks, thousands of extra free resources are waiting for you on the CEP Teachers Lounge <https://cepteacherslounge.com> (see pages 10–11)

New for
2023

A Spectator's Guide to World Views

10 visions of life and truth as seen through the lenses of the dominant world views of our age.

See page 30.

Hope for a Shattered World

Genesis 1-11: Creation to Babel. The Bible's confusing, challenging yet hope-filled foundational opening.

See page 32.

The Spirit

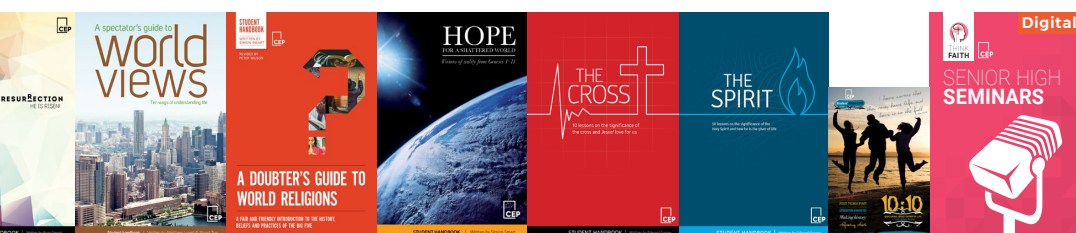
Explores the breath hovering over the waters, the presence of God, the promised counsellor of Christ.

See page 34.

Think Faith Seminars—Stage 6

8 all new seminars, each on a 'hot topic' such as 'Jesus: myth, martyr or made-up?' and 'Church: Social good or source of social injustice?'

See page 36.



The Resurrection

Reviews and critiques every theory (including all the major alternatives to the traditional biblical view) of the physical resurrection of Jesus and the implications of each.

See page 29.

A Doubter's Guide to World Religions

Explores the beginnings, history, central beliefs and famous followers of the world's 5 biggest faiths.

See page 31.

The Cross

Shows how the entire Bible is fulfilled through the execution of a Jewish rabbi on a hill outside Jerusalem.

See page 33.

10:10

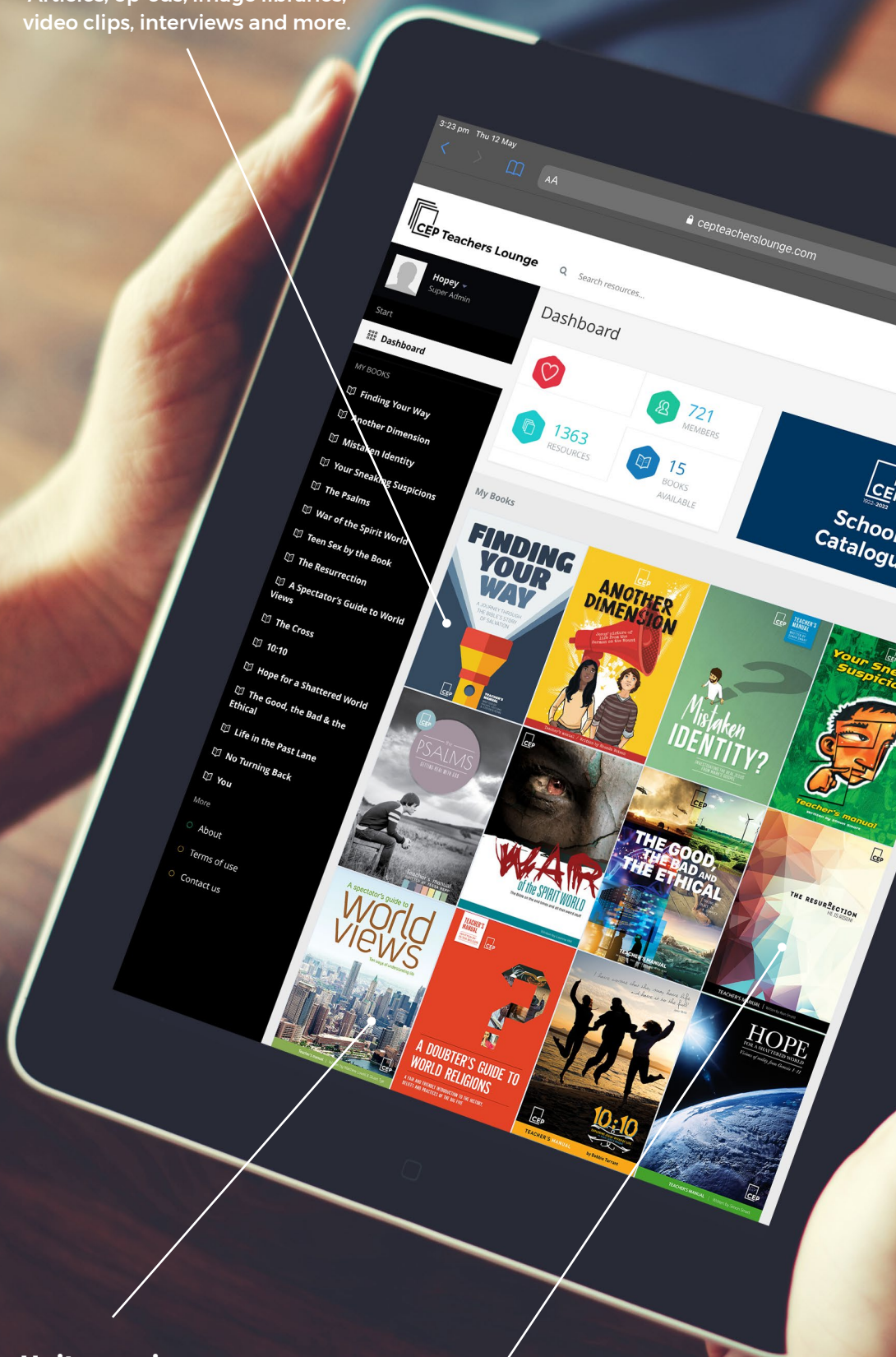
Investigates Jesus' extraordinary claim, 'I have come that you might have life to the full' from John's Gospel.

See page 35.

Revised
for
2023

Plus tons of links

Articles, op-eds, image libraries, video clips, interviews and more.



Unit overviews

PowerPoints

Sign up
today!

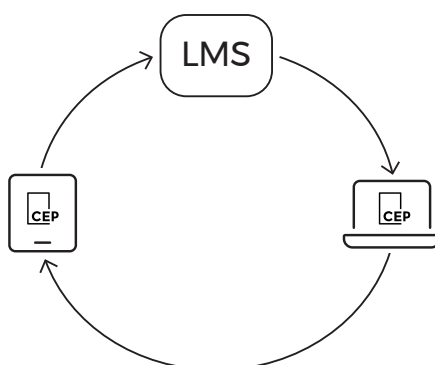


Your complete digital solution

<http://cepteacherslounge.com>

CEP offers you a complete digital solution for your secondary RE class.

All our secondary student handbooks are available as interactive PDFs. Whether you deliver them chapter by chapter via your computer, or host them in your school's Learning Management System, they'll work beautifully on iPads, laptops, in fact anything that can read a PDF.



All purchasers of class sets get free sign-up to the CEP Teachers Lounge where you can access literally thousands of extra resources for your digital classroom including PowerPoints for each lesson, thought-provoking interviews and articles, formative assessments, plus all the Extra Resource activities contained within the Teacher's manual.

If you need to deliver your secondary RE content digitally, CEP has got you covered.



CEP recommends the use of Adobe Acrobat Reader to guarantee the best interactive experience for our digital student handbooks.

Why teach a Bible overview?

How does *Finding Your Way* fit within a broader RE program?

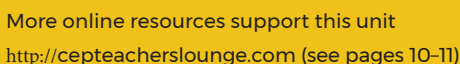
Unit outcomes

By the end of this unit, students will be able to:

- identify the flow of the biblical story and acknowledge that the Bible portrays God as both righteous judge and merciful rescuer
- give a brief explanation of the history of the Bible, including who wrote the various parts and when they were written
- explain in a nutshell how Jesus' coming was the fulfilment of many promises made to men such as Abraham and Moses thousands of years before his birth.

9 lessons offering 1-2 terms' worth of work.

Teacher's manual **\$59.95** Code 5568
Student handbook **\$10.95** Code 5569
Digital student handbook **\$9.95** Code e5569



Mistaken Identity?

Why teach cover to cover through Mark’s Gospel?

Everything Jesus does and teaches, and what happens to him, is put in context through the narrative flow, providing a clear picture of Jesus’ purpose and identity.

How does *Mistaken Identity?* fit within a broader RE program?

Students look into the life of Jesus—his claims, his profound teachings, where he went and who he spoke to—and the significance of it all. The teaching in this unit (along with *Finding Your Way*) forms a crucial foundation for secondary Religious Education which can be referred to throughout a student’s life.

Unit outcomes


By the end of this unit, students will be able to:

- understand the way a Gospel works and clearly comprehend the claims of Jesus
- analyse the artistry and intention of the writer in compiling the narrative of Jesus’ life
- be able to appreciate how the Gospel of Mark fits into the Bible as a whole.

Duration

9 lessons offering 1–2 terms’ worth of work.

Teacher’s manual **\$59.95** Code 5571
Student handbook **\$10.95** Code 5572
Digital student handbook **\$9.95** Code e557

 More online resources support this unit
<http://cepteacherslounge.com> (see pages 10–11)



STUDENT
HANDBOOK
WRITTEN BY
SIMON SMART



Mistaken IDENTITY?

INVESTIGATING THE REAL JESUS
FROM MARK’S GOSPEL



6. THE BATTLE HEATS UP

Jesus had come into conflict with the Pharisees before. Now things started to get even more serious.

Mark: The members of the Pharisees were astonished to see that Jesus, who had been given the greater signs to follow, these 'traditions' of Moses and God had given the lesser people to follow. These 'traditions' came under sharp criticism from Jesus being an deviation from the true spirit of the Law. Jesus has no time for hypocritical religious rules that disregard what the people.

Read 14-2

What complaint did the Pharisees have about Jesus and his disciples?

Write your own version of Jesus' reply to them in verses 6 and 7.

What does this passage tell us about what Jesus thinks of people who 'honour him with their lips' or say the right things without their hearts being in it?

How would a person's life look these days if their heart was 'in it' in trying to honour God?

7. A NEW AGE DAWNS

7A. ANNOUNCEMENT

Read 14-19

What announcement does Jesus make here?

What was the significance of this announcement?

Read 19-21

Make a list of things that define a person. How Jesus says comes out of people's hearts.

7B. DIARY ENTRY

Write a diary entry for one of the Pharisees on the day of the exchange with Jesus (7:1–10). Try to include some of the outrage that such a person would have felt at Jesus' words.

Dear diary...

8. ANOTHER FEAST

Read 24-30


Draw symbols in the boxes below to represent the events of the feeding of the four thousand. Try to make the symbols representative of the action in the story. You may use any kind notes to explain the symbol in the box.

Is 1–20

Is 41

Is 5–8

Is 9–10

 View sample online
<http://cepstore.com.au/stage4>

Another Dimension

Why teach the Sermon on the Mount?

Here are some of the most challenging, inspiring, encouraging and profound words ever uttered. Jesus’ teaching impacts our relationships, our major life choices and, most profoundly of all, our view of ourselves.

How does Another Dimension fit within a broader RE program?

At an age when many students are making decisions that will shape the type of person they will become, the Sermon on the Mount offers a clear and life-affirming picture of Jesus’ view of reality, a reality he alone can offer.

Unit outcomes

By the end of this unit, students will be able to:

- identify points of contrast between Jesus’ teaching and that of our contemporary culture
- demonstrate how the teaching of Jesus could apply to ‘real life’ examples
- reflect on and identify how their attitudes and actions could change in response to Jesus’ demands.

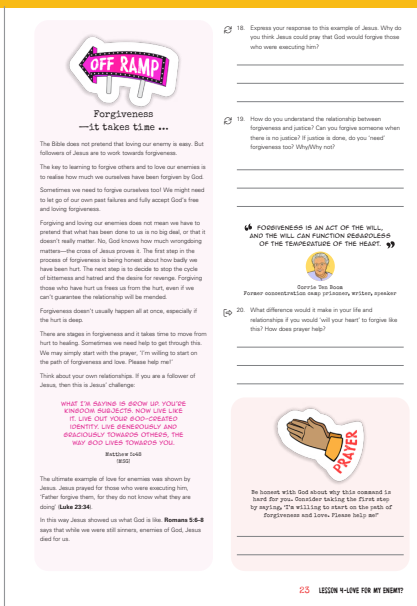
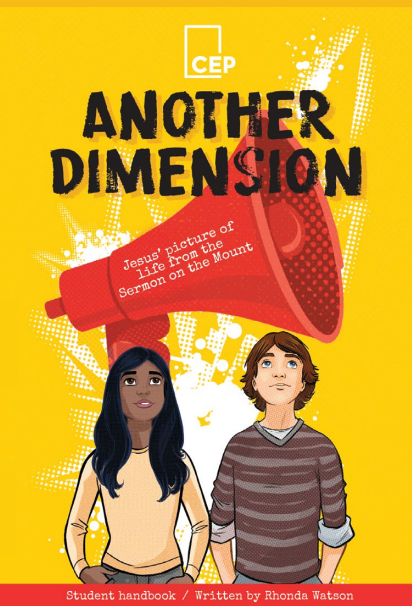
Duration

7 lessons offering 1–2 terms’ worth of work.

Teacher’s manual \$59.95 Code 5550
Student handbook \$10.95 Code 5551
Digital student handbook \$9.95 Code e5551



More online resources support this unit
<http://cepteacherslounge.com> (see pages 10–11)



View sample online
<http://cepstore.com.au/stage4>

The Psalms

Why teach on the Psalms?

Music and poetry are an innate human response to the God of the universe. In this unit, the themes, longings and cries of joy of seven psalms are explored and compared to the stories and songs of people today.

How does The Psalms fit within a broader RE program?

Music has offered comfort and joy to Christians from the earliest days. Through the poetry of the Psalms (and corresponding contemporary songs) students will learn profound biblical truths in new ways, the words of which can remain with them for a lifetime.

Unit outcomes


By the end of this unit, students will be able to:

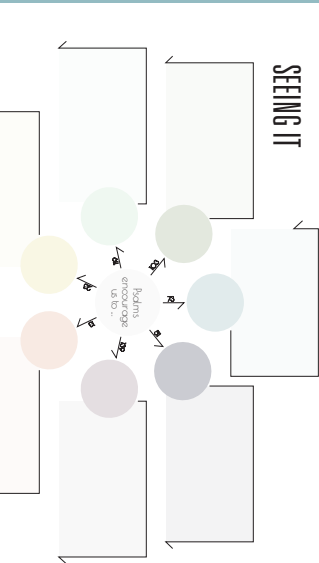
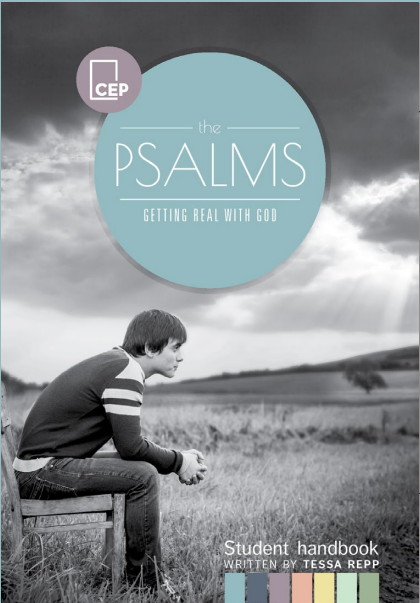
- explain what a psalm means by identifying its key elements and how these elements connect with each other
- interpret a psalm in light of its poetic genre
- reflect clearly on their own circumstances and consider the implications of the Psalms for their own lives.

Duration

7 lessons offering 1-2 terms' worth of work.

Teacher’s manual **\$59.95** Code 487
Student handbook **\$10.95** Code 4871
Digital student handbook **\$9.95** Code e4871

 More online resources support this unit
<http://cepteacherslounge.com> (see pages 10-11)



 View sample online
<http://cepstore.com.au/stage4>

Your Sneaking Suspicions?

Why teach on a personal investigation into religion and Christianity?

This fun thematic look at some of life’s biggest questions, such as ‘Why are we here?’ and ‘How do I find meaning?’, clears a path to a more serious consideration of religion in general and the Christian message in particular.

How does Your Sneaking Suspicions? fit within a broader RE program?

This unit shows students that the Christian faith is more than resilient—it offers answers where it matters. The wide range of popular objections and challenges explored leads into the broad themes of faith before examining the life of Christ.

Unit outcomes

By the end of this unit, students will be able to:


- articulate various popular responses to, and views on, such issues as the purpose of sex, the value of beauty, and why there is suffering in the world
- give their opinion on a number of these issues and give reasons to support these held views
- explain the author’s argument regarding the wisdom of looking into the claims of Jesus.

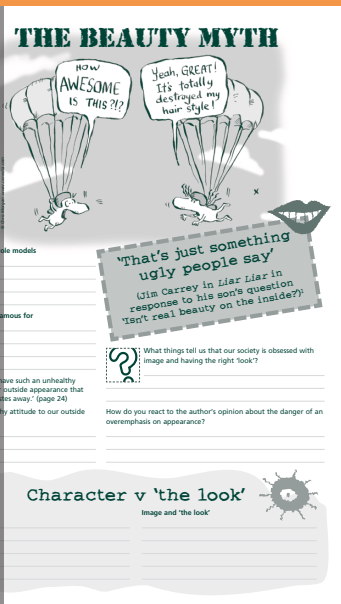
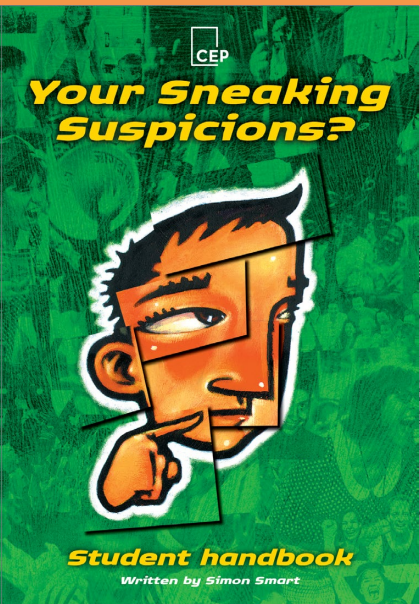
Duration


16 lessons offering at least two terms’ worth of work.

Teacher’s manual \$59.95 Code 558
Student handbook \$10.95 Code 559
Digital student handbook \$9.95 Code e559
A Sneaking Suspicion (textbook)* \$14.95 Code 5601

* NB: Students will require access to this book—either as a class set or their personal copy —as well as their own Student handbook.

 More online resources support this unit
<http://cepteacherslounge.com> (see pages 10–11)



 View sample online
<http://cepstore.com.au/stage4>

War of the Spirit World

Why teach on the supernatural?

From Harry Potter to *Stranger Things*, our culture has an insatiable appetite for the other-worldly. It's no surprise, then, that questions around the supernatural, evil, the nature of life after death, and the power and purpose of God abound, both among believers and non-believers alike. This unit offers the Bible's perspective on what is real, what has no power over us, and where the world is heading.

How does War of the Spirit World fit within a broader RE program?

Among many teens the supernatural holds a particular fascination. Over time, false ideas in this area can lead to much fear and uncertainty. This unit puts all the weird stuff in its proper place so students can understand that God is indeed in control and has a secure future for them.

Unit outcomes


By the end of this unit, students will be able to:

- appreciate that the Bible gives us an understanding of certain elements about end times, but does not give us exact dates and intricate details
- recognise that God deals with his creation justly
- understand that God is sovereign so we do not need to fear the evil one.


Duration

8 lessons offering 1-2 terms' worth of work.

Teacher's manual **\$59.95** Code 497
Student handbook **\$10.95** Code 4971
Digital student handbook **\$9.95** Code e4971

 More online resources support this unit
<http://cepteacherslounge.com> (see pages 10-11)



 View sample online
<http://cepstore.com.au/stage4>

The Jesus Foundation series

Birth of a Nation

5 lessons on the story of the Exodus seen within the context of Jesus’ teachings and his claim that all Scripture testified about, and was fulfilled in, him. The Teacher’s manual includes DreamWorks’ *The Prince of Egypt* DVD.

Duration

5 lessons offering 1 term’s worth of work.

Teacher’s manual **\$35.95** Code 496A
Student handbook **\$6.45** Code 4961
Digital student handbook **\$5.95**
Code e4961

Radical Jesus

From his birth to his miracles, wisdom, execution and ascension, *Radical Jesus* challenges students to consider the significance of Jesus’ life. The Teacher’s manual includes the *Jesus: Life of Christ* DVD.

Duration

10 lessons offering 1-2 terms’ worth of work.

Teacher’s manual **\$35.95** Code 565
Student handbook **\$10.45** Code 5651
Digital student handbook **\$9.95**
Code e5651

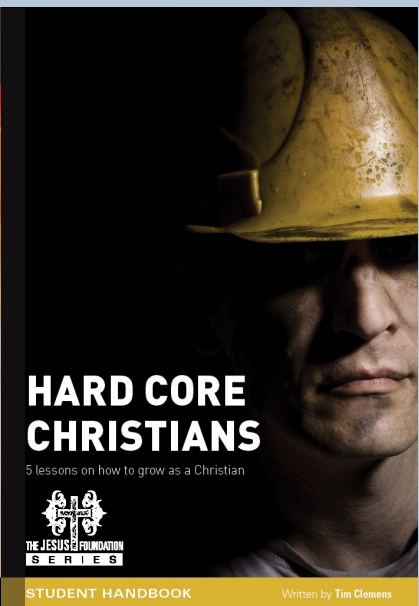
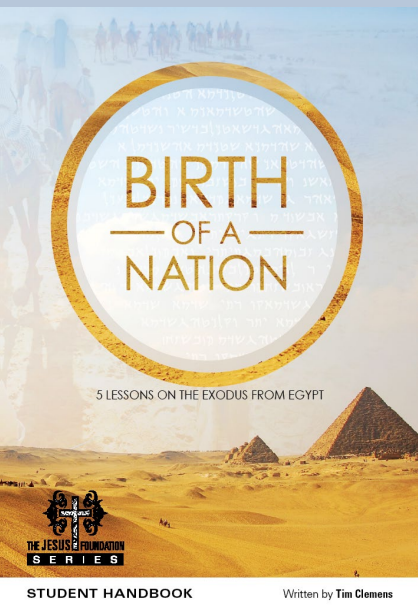
Hard Core Christians

5 lessons that explore the five core disciplines every Christian needs to grow into maturity: faith, obedience, prayer, reading God’s word, and meeting with other Christians.

Duration

5 lessons offering 1 term’s worth of work.

Teacher’s manual **\$21.95** Code 493
Student handbook **\$6.45** Code 4931
Digital student handbook **\$5.95**
Code e4931



View samples online
<http://cepstore.com.au/jfs>

Think Faith

Think Faith is a flexible, fully digitised curriculum containing teaching plans, lesson tips, PowerPoints, video links and printable student worksheets. There are 4 units per year level, each containing 8 lessons.

Think Faith is issued for one calendar year and priced on the number of students being taught. A licence gives you access to the full catalogue of Think Faith lessons for Stage 4.

Stage 4A

Unit 1: An introduction to the Bible

Students explore why the Bible is the word of God and the foundation for Christian living.

Unit 2: Mark

Mark's Gospel examines the unexpected life of Jesus and stresses the importance of not misunderstanding him.

Unit 3: Paul in Acts

The transformation of a murderer into Jesus' proclaimer and the explosion of Christianity across the ancient world.

Unit 4: Genesis 1–12:3

Four fundamental world view questions about origin, meaning, morality and destiny are examined against the opening backdrop of Genesis.

Duration

8 lessons each, offering 1 year's worth of work.

Stage 4 (Years 7–8) \$21.95 per student, per year Code e476C

Stage 4B

Unit 1: The Bible tells one big story

An overview of the epic biblical story with a focus on the climax as told through the gospel narratives.

Unit 2: Matthew

The life of the promised King. What is it like to walk with Jesus? Do we give up when we find him too challenging? Or will we follow him to death for eternity?


Unit 3: Peter in Acts

Peter's wonderful transformation as he steps out in generosity and love to tell the world of the risen Jesus.


Unit 4: Jonah

The story of this conflicted prophet challenges us to rethink our preconceptions of God and his concern and will for humanity.

Seminar material is also available. Contact us for details.



THINK FAITH




CEP

UNIT 4 | STAGE 4A
Years 7–8

GENESIS 1–12:3

Seeing the world



SEEING

Look at the optical illusions and write your answers below.

1. WHICH WAY IS THE PATTERN MOVING?
☐ To the left
☐ To the right

2. WHAT DO YOU SEE?
☐ Three clay columns
☐ Two people talking

3. WHAT DO YOU SEE?
☐ A rabbit
☐ A duck

4. WHAT DO YOU SEE?
☐ A wine glass
☐ Two faces

5. WHICH DIRECTION IS THIS PICTURE LOOKING?
☐ Up the staircase
☐ Down the staircase

6. WHICH WAY ARE THE CIRCLES TURNING?
☐ To the left
☐ To the right

ORIGIN: where do we come from?

MEANING: what is the reason for living?

MORALITY: how should we treat others?

DESTINY: what happens to us in the future?

WORLD VIEWS


set of beliefs that help us to see the world in a certain way.

ORIGIN

MEANING

MORALITY

DESTINY



L11

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WORD FIND

Circle each of the following words and count how many times they appear in the puzzle.

ORIGIN





MEANING




MORALITY




DESTINY

GLBUZMORALITYFROMITY
NTYMEANINGXMMWIFECB
WFORIGINCWNHVGIAJX
DMMORALITYHOSGQNDY
MEONORIGIHBBRNIIIRP
EASBIOORIGINHEANNRK
ANZTAIORIGINAPLGAD
NITDILDESTINYUDIWM
IMTFGNIBLDESTINYTO
NGFLHCYTMEANINGCRY
GDTKZANWYMORALITYS
RTDESTINYDESTINYOC

TICKET TO LEAVE

The idea that God is the Creator of everything is ...    

Understanding our origin influences the way we treat each other ...   

The Bible provides important answers to world view questions ...   

I think the creation story deals mainly with the world view question about ...

ORIGIN

MEANING

MORALITY

DESTINY

The creation story shows that God is ...

The activity that most helped me understand the lesson was ...

One thing that stood out for me today was ...

1:1

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View samples online
<http://cepstore.com.au/thinkfaith>

21

You: An Introduction

Why teach on human identity?

This unit leads students to consider various aspects of their identity as human beings in a postmodern world, such as being free, being able to communicate, being a child, having dreams, and finally, facing death.

How does *You: An Introduction* fit within a broader RE program?

Years 9 and 10 are a crucial time for many students in their forming of identity and self-worth. This curriculum explores how different 'being human' looks when we put God, rather than ourselves, at the centre.

Unit outcomes

By the end of this unit, students will be able to:

- identify the various means by which individuals establish a sense of identity
- recognise the tensions between the freedoms and responsibilities that our culture affords us
- articulate how the Christian ideas of being made in the image of God, being saved, and living with Christ at the centre of our lives affect our purpose and how we view ourselves.

Duration

15 lessons offering at least two terms' worth of work.

Teacher's manual **\$59.95** Code 4972

Student handbook **\$10.95** Code 4973

Digital student handbook **\$9.95** Code e4973

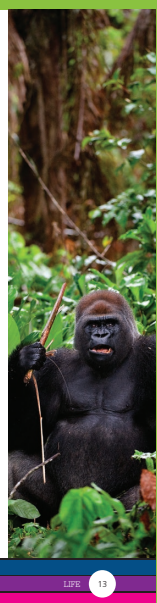
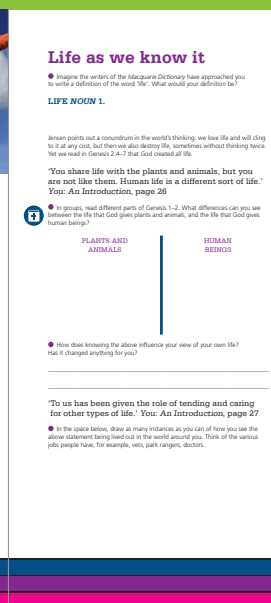
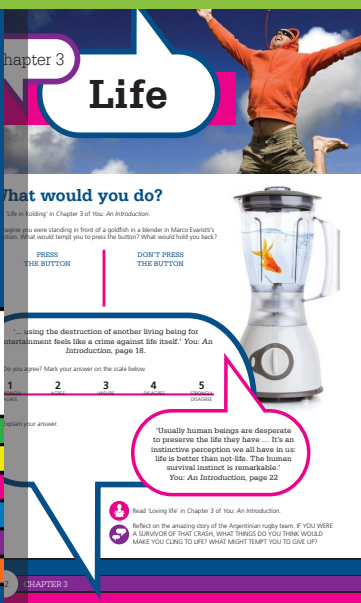
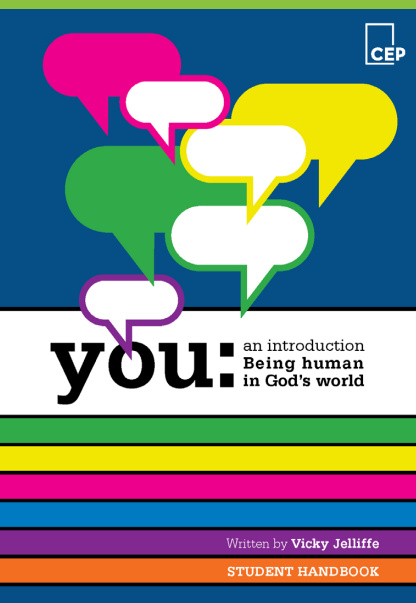
You: An Introduction (textbook)* **\$19.95** Code 4974

- * NB: Students will require access to this book—either as a class set or their personal copy—as well as their own Student handbook.



More online resources support this unit

<http://cepteacherslounge.com> (see pages 10–11)



[View sample online](#)

<http://cepstore.com.au/Stage5>

If I Were God, I'd End All the Pain

Why teach on suffering?

The age-old struggle of humanity. For believers and non-believers alike, suffering touches us all and is forever in the news as an affront to our ideals of the good life and our sense of control over both our lives and the world around us. For Christians, suffering raises significant questions about the power and love of God.

How does *If I Were God, I'd End All the Pain* fit within a broader RE program?

At an age of increasing independence—both in thought and action—students are challenged by this unit to consider whether they are really in control of their lives. Moreover, a reasoned response to the problem of suffering is an essential part of Christian maturity.

Unit outcomes

By the end of this unit, students will be able to:


- understand the various faith positions on the 'problem of suffering'
- appreciate the different ways Christian people have responded to suffering and evil and articulate the reasons for the hope they have
- explain how, within the Christian faith, the cross is central to God's solution to human suffering.

Duration

Six lessons offering at least a term's worth of work.

Student handbook **\$10.95** Code 568
Digital student handbook **\$9.95** Code e568
If I Were God, I'd End All the Pain (textbook)* **\$12.95** Code 566


* NB: Students will require access to this book—either as a class set or their personal copy —as well as their own Student handbook.

 More online resources support this unit
<http://cepteacherslounge.com> (see pages 10-11)


Student Handbook

Features 6 studies on Job and the cross

IF I WERE GOD, I'D END ALL THE PAIN



Written by Simon Smart



Knowledge of justice

Describe an event, involving someone other than yourself, for which you would like to see God's judgement.

Pensioner left to die after bashing

Rights leader gunned down

African tyrant's life of luxury while his people starve

Torture and death for campaigners for democracy

Gang escapes justice

Family tragedy after drunk driver loses control

How important is God's pledge to reward humanity that he leave their cries for justice? (page 47)

Outline the two positive elements of God's will that the author highlights (page 47-48).

Judgement

- No more suffering
- All things judged

Delay in judgement

- Human freedom
- Suffering continues
- Merchless chance to repent

The concept of judgement tells us something about what God is like. We learn that he is fearfully powerful and not to be taken lightly. We also learn that he cares about what happens to us—the way we are treated and the way we treat others.

It matters to God when someone is mistreated; when someone is cheated, or rejected, or not loved. When powerful people abuse their status for their own gain at the expense of others, God cares.

When injustice robs people of their dignity; when children are abused, and when violence destroys lives, God is interested and he says he will one day bring justice to those involved.

Yeah but ...

Objections, questions, disagreements

Use the space here to express your own feelings on the topic and the points raised in this chapter.

Spiral of violence and loss

Eighteen months after his wife and two children were killed in an air disaster in Germany, a Russian man murdered the Danish air traffic controller who had been on duty at the time of the accident.

Vitali Kaloyev, 44, lost his family in the July 1, 2002 crash involving a DHL cargo plane and a Russian passenger jet which collided in Swiss-controlled airspace over Southern Germany.


When the company responsible for the air traffic control system accepted only partial responsibility for the accident, Kaloyev took matters into his own hands. He tracked down the traffic controller at his house in Zurich and proceeded to stab the man to death in front of his wife and children.

Kaloyev now looks likely to face a lengthy prison term for his actions.

Sixty-nine people were killed in the accident—the majority being children. The air traffic controller in question had learned about the imminent danger just 44 seconds before the collision. He had wrongly told the pilot of the Russian plane to descend to avoid the collision despite the aircraft's early warning system indicating the need for the plane to climb. "

Discuss the different groups represented in this same story who suffered loss.

When *must* does the Bible offer to these people?

 View sample online
<http://cepstore.com.au/stage5>

The Jesus Foundation series

Big Calls

5 lessons on Jesus’ five ‘I am’ statements. From the bread of life, to the good shepherd, to the way, the truth and the life, each new statement revealed something different about Jesus and was a challenge to both the people of his day, and us, to respond. The Teacher’s manual includes *John—The Visual Bible* DVD.

Duration

5 lessons offering 1 term’s worth of work.

Teacher’s manual **\$35.95** Code 495
Student handbook **\$6.45** Code 4951
Digital student handbook **\$5.95**
Code e4951

Historical Jesus

5 lessons that give a detailed portrait of the life, time and place of Jesus so that students can have confidence that what they read in the Bible is trustworthy and historically valid. The Teacher’s manual includes the *Life of Jesus* DVD.

Duration

5 lessons offering 1 term’s worth of work.

Teacher’s manual **\$35.95** Code 564
Student handbook **\$6.45** Code 5641
Digital student handbook **\$5.95**
Code e5641

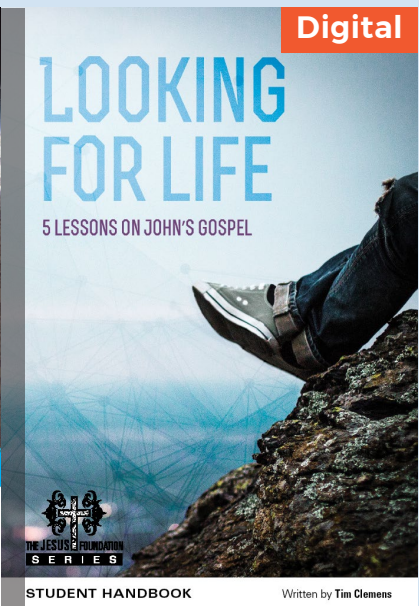
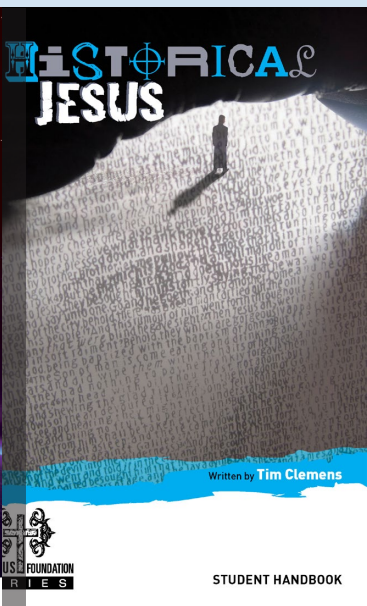
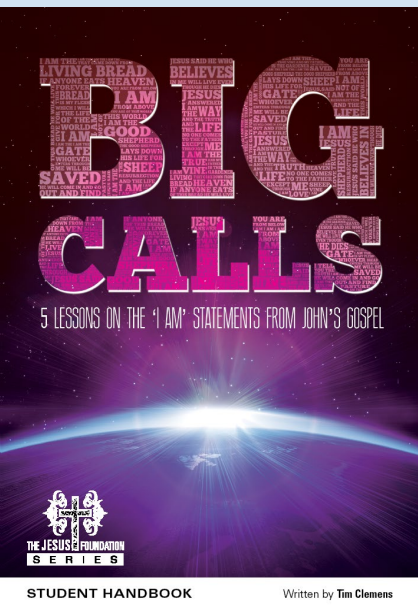
Looking For Life

What is the true purpose of our lives? In these five studies, Jesus meets Nicodemus, the Samaritan woman, his disciples and Thomas, and we see that when we put our trust in God, he gives us what we really need. The Teacher’s manual includes *John—The Visual Bible* DVD.

Duration

5 lessons offering 1 term’s worth of work.

Teacher’s manual **\$35.95** Code 492
Digital student handbook **\$5.95**
Code e4921



Think Faith

Think Faith is a flexible, fully digitised curriculum containing teaching plans, lesson tips, PowerPoints, video links and printable student worksheets. There are 4 units per year level, each containing 8 lessons.

Think Faith is issued for one calendar year and priced on the number of students being taught. A licence gives you access to the full Think Faith catalogue of lessons for Stage 5.

Stage 5A

Unit 1: Exodus

Moses the shadow. Jesus the fulfilment. How the incredible events of the Exodus are but a shadow to a much greater event where death itself is defeated.

Unit 2: Luke (Part 1)

Luke examines the life of Jesus asking, is this the saviour Israel has been waiting for for 1000 years?

Unit 3: Luke (Part 2)

Jesus teaches his disciples how to follow him into the kingdom of God.

Unit 4: A full life

The meaning, hope and joy of existence as offered only by Jesus.

Stage 5B

Unit 1: Many genres, one story

An examination of the how and why of storytelling through the Bible and how all genres point to Jesus.

Unit 2: John

Jesus is the unexpected life-giver. John's Gospel is determined to show the multitude of ways that Jesus brings life to those he meets.

Unit 3: Ephesians

Paul describes how life-changing it is to trust Jesus as Lord and Saviour.

Unit 4: Daniel

The pressure to conform to culture is not new. As for Daniel, we need wisdom, courage and obedience to trust God over the dominant social voices.

Duration

8 lessons each, offering 1 year's worth of work.

Stage 5 (Years 9–10) \$21.95 per student, per year Code e479C

Seminar material is also available. Contact us for details.

THINK FAITH

CEP

UNIT 1 | STAGE 5B

Years 9–10

MANY GENRES,

ONE STORY

God's lifesaving actions for the world

Digital

RELIABILITY

Six reasons that people can trust that the Bible is true

1. Early testimony

2. Eyewitness testimony

3. Embarrassing detail

4. Extraneous testimony

5. Expected testimony

6. Extra-biblical testimony

The one thing that I need in order to believe that the Bible is true is:

TICKET

TO LEAVE

3 - 2 - 1 - 0

The Bible is a reliable library that tells the story of God's lifesaving actions towards the world.

3 things I learned today:

2 things that would change in the world if what I learned today is true

1 thing I would like the teacher to know about today's lesson:

2 Draw your reaction to the lesson in the circle below as an emoji:

L2 | NIV

L3

View samples online
http://cepstore.com.au/thinkfaith

25

Life in the Past Lane

Why teach church history?

A comprehensive understanding of the past is crucial if we are to appreciate our present world and culture. Growth, conflicts, major figures and events of the church from Acts onwards and their impact on the present day are covered in this unit.

How does Life in the Past Lane fit within a broader RE program?

Students discover how historical perspectives relate to the present time. Ideas conspicuous in other senior subjects—such as human rights, freedom of religion, the enlightenment and human rationalism—have a history, which is essential to understand.

Unit outcomes

By the end of this unit, students will be able to:

- describe significant events that have changed the course of history over the past 2000 years for better or for worse
- appreciate the influence of the lives and careers of certain key individuals in the history of the church
- apply lessons learned to their own individual circumstances and to the world today.

Duration

10 lessons offering 1–2 terms’ worth of work.

Teacher’s manual \$59.95 Code 5562
Student handbook \$10.95 Code 5563
Digital student handbook \$9.95 Code e5563

More online resources support this unit
http://cepteacherslounge.com (see pages 10–11)

Written by Stephen Fern
Student handbook

CEP

LIFE in the PAST Lane
Learning from the past
living well now

What does the past tell us?

Key 1: Pages 21–42

These are the pages that will be used in the program. The pages are divided into sections for each lesson. The pages are divided into sections for each lesson. The pages are divided into sections for each lesson.

Key 2: Pages 214–16

These are the pages that will be used in the program. The pages are divided into sections for each lesson. The pages are divided into sections for each lesson. The pages are divided into sections for each lesson.

Key 3: Pages 214–16

These are the pages that will be used in the program. The pages are divided into sections for each lesson. The pages are divided into sections for each lesson. The pages are divided into sections for each lesson.

View sample online
http://cepstore.com.au/stage5

No Turning Back

Why teach Ephesians?

Ephesians explores six timeless themes that promise no less than the most fulfilling life possible—grace, forgiveness, light and darkness, a place to belong, our heavenly inheritance and new life.

How does *No Turning Back* fit within a broader RE program?

The thematic approach of Ephesians offers another way into the truths of Jesus' teaching. Ideas of identity, purpose and meaning, life fulfilment and justice and mercy link in with many topics explored in the secondary Religious Education classroom.

Unit outcomes

By the end of this unit, students will be able to:

- identify the six life-changing ideas in Ephesians and clearly express their own opinions in relation to them
- recognise the difference that believing in Jesus made to the lives of the Ephesian Christians
- understand how the ideas the Ephesians adopted have impacted people in contemporary settings.

Duration

6 lessons offering at least a term's worth of work.

Teacher's manual **\$59.95** Code 498

Student handbook **\$10.95** Code 499

Digital student handbook **\$9.95** Code e499

More online resources support this unit
<http://cepteacherslounge.com> (see pages 10–11)



Student handbook | Written by Simon Smart

Consider the quotes below from each of these men. Highlight the ones that you most agree with. Discuss in a small group the reasons for the choices you made.

Malcolm X

peaceful, be courteous, obey laws, respect everyone, but if some push his hand on you, I'll push him to the cemetery."¹

Believe in the brotherhood of all men, but I don't believe brotherhood with anybody I doesn't want brotherhood with. I believe in treating people right, but I'm not going waste my time trying to treat somebody right who doesn't know how to return the treatment."²

Believe in a religion that believes freedom. Any time I have to fight a religion that won't let me fight a battle for my people, I go to hell with that religion."³

The **ultimate** act
of forgiveness

in him [Jesus] we have redemption through blood, the forgiveness of sins, in accordance with the riches of God's grace that he lavished on us. Ephesians 1:7-8

King Jr


'Non-violence is the answer to the crucial political and moral questions of our time: the need for man to overcome oppression and violence without resorting to oppression and violence. Mankind must evolve for all human conflict a method which rejects revenge, aggression and retaliation. The foundation of such a method is love.'⁴

'Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that. Hate multiplies hate, violence multiplies violence, and toughness multiplies toughness in a descending spiral of destruction. The chain reaction of evil—hate begetting hate, wars producing more wars—must be broken, or we shall be plunged into the dark abyss of annihilation.'⁵

Paul talks to the Christians in Ephesus about the forgiveness they have received from God because of what Jesus has done for them on the cross. This is really important to Paul. It is on the cross that Jesus suffered and died so that we might live. The forgiveness that is available to all people who accept Jesus and

Remember that Paul had previously hated Christians and had seen it as his job to find them and persecute them. That was until he met Jesus himself and was literally brought to his knees.

Paul knew personally what a brilliant thing it was to be forgiven by God, and he wanted to inspire others to live differently because of Jesus' offer of forgiveness. Many of us have stayed a long way from God. That might be where you see yourself now. As Paul said, we were all 'dead in our sins' at one time (Ephesians 2:1). God invites all people to return to him, and his offer of forgiveness is an open and truthful one.

 Read the verses from the previous page, Ephesians 1:7-8, again. Why is the forgiveness Jesus offers not a

The Passion of the Christ is Mel Gibson's movie released in 2004, about the last hours of Jesus' life. This film took over 300 million dollars at the box office.

It gives a graphic picture of the physical aspects of Jesus' suffering for our sake. The Bible explains that what Jesus was doing was taking on the punishment that we all deserve; that he was making a sacrifice for us. (Isaiah 53:10)

In groups, discuss your reaction to the idea that Jesus suffered on your behalf. What response do you have to this?

If God had treated the Christians in Ephesus with great and undeserved kindness, what sort of response should he expect from them?

What sort of response could he expect from you?

Dr. Glenn Harnden says that forgiveness releases the offender from prolonged anger, rage and stress that have been linked to physiologic problems, such as cardiovascular diseases, high blood pressure, hypertension, and so on.

If God is willing to forgive us, this is significant for the way we relate to other people

 Read Ephesians 4:31-32.
In the space below write your own paraphrase of

What does it mean?

If Paul and the Bible are wrong about what God has done through Jesus' death on the cross, what might be the implications for the way we lead our lives and relate to others?

Suggest five implications in the space below:

- ▶
- ▶
- ▶
- ▶
- ▶

If Paul and the Bible are correct about what God has done through Jesus' death on the cross, what implications might this have for the way we respond to God and lead our lives?

Suggest five implications in the space below.

- ▶
- ▶
- ▶
- ▶
- ▶



View sample online
<http://cepstore.com.au/stage5>

The Good, the Bad and the Ethical

Why teach on ethics?

A systematic study of the major ethical frameworks, this unit helps students become reflective and intentional in their ethical and moral decisions. Extremely practical, it examines numerous issues from the global to the personal.

How does *The Good, the Bad and the Ethical* fit within a broader RE program?

The higher order thinking skills required to identify and analyse one's motives and prejudices are a valuable tool in many senior subjects. Additionally, a sound ethical framework is crucial for young men and women as they negotiate their way through life.

Unit outcomes

By the end of this unit, students will be able to:

- explain different approaches to ethics, and critique them for strengths, weaknesses and limitations
- assess ethical questions from the point of view of a range of ethical systems and processes
- bring a biblical model to ethics to formulate a Christian response, even if such a response is not their own.

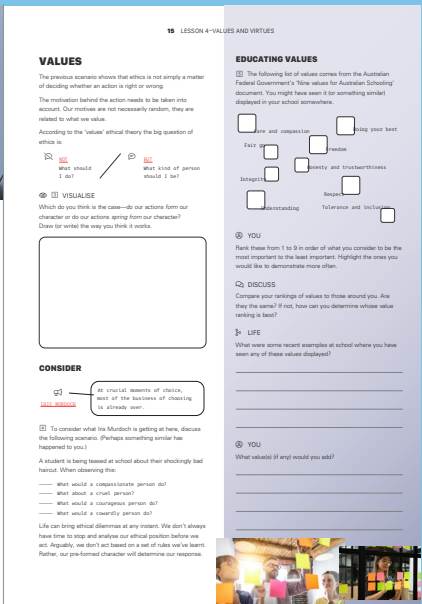
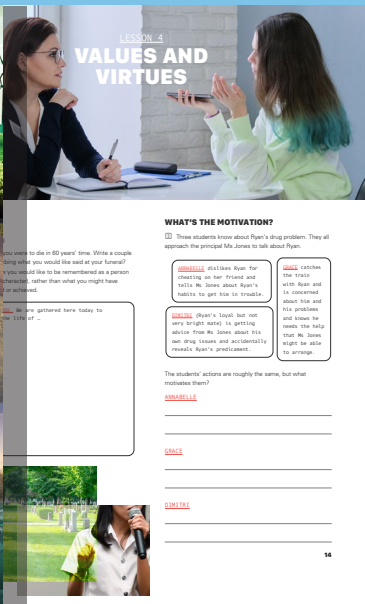
Duration

15 lessons offering at least two terms' worth of work.

Teacher's manual **\$59.95** Code 5573
Student handbook **\$10.95** Code 5574
Digital student handbook **\$9.95** Code e5574



More online resources support this unit
<http://cepteacherslounge.com> (see pages 10–11)



View sample online
<http://cepstore.com.au/stage5>

The Resurrection

A critical examination of the central event of Christianity, this unit—with thought-provoking quotes from the likes of Tim Keller and NT Wright, among others—examines all the popular objections and competing theories to the traditional biblical account of the physical resurrection of Jesus, including swoon theory, hallucination theory, stolen body theory and others.

The resurrection is more than just an intellectual idea. Despite our culture's commitment to philosophical systems of thought and relativistic truths, the pre-eminent Christian proclamation remains profound and, if substantiated, consigns all other ideas to the margins.


- discuss evidence relating to the resurrection of Jesus
- organise, analyse and synthesise relevant information about the resurrection of Jesus from a variety of sources, considering usefulness, validity and bias
- identify key biblical texts as they apply to the resurrection of Jesus.

8 lessons offering at least a term's worth of work.

Teacher's manual **\$59.95** Code 488
Student handbook **\$10.95** Code 4881
Digital student handbook **\$9.95** Code e4881



More online resources support this unit
<http://cepteacherslounge.com> (see pages 10–11)

 View sample online
<http://cepstore.com.au/stage5>

A Spectator's Guide to World Views

Why teach on world views?

Ten visions of life and truth as seen through the lenses of the dominant world views of our age. Every day we are confronted with messages, both subtle and direct, that emanate from a particular world view. This unit gives students valuable tools to navigate these messages and the implications for life if they are true.

How does *A Spectator's Guide to World Views* fit within a broader RE program?

The critical thinking skills developed within this unit will prove of value to students when engaging with issues of faith and belief both now and beyond the school gates as they negotiate the dominant voices of our culture.

Unit outcomes

By the end of this unit, students will be able to:

- understand what a world view is and be able to identify significant differences between various world views
- express their own world view and give a coherent defence of it
- critique different world views from a Christian perspective and articulate the areas of 'overlap' and the areas of divergence.

Duration

10 lessons offering 1-2 terms' worth of work.

Teacher's manual **\$59.95** Code 8102

Student handbook **\$10.95** Code 8103

Digital student handbook **\$9.95** Code e8103

A Spectator's Guide to World Views (textbook)* **\$26.95** Code 8101

* NB: Students will require access to this book—either as a class set or their personal copy—as well as their own Student handbook.



More online resources support this unit

<http://cepteacherslounge.com> (see pages 10–11)

A spectator's guide to

world views

Ten ways of understanding life


Student handbook | Written by Matthew Lovell & Stuart Tye

CEP

4.5.2019/10/10/2023/10/25

Modernism


Early 20th-century philosophers have contributed to what we refer to as a postmodern world view. Historically, it is possible to consider modernism as both a result and rejection of modernism. Consider one of the following philosophers and comment on your contribution to the postmodernism way of thinking.



JEAN-PAUL SARTRE

1905
LIVED
1980


KEY CONTRIBUTION



JACQUES DERRIDA

1929
LIVED
2004

KEY CONTRIBUTION



MICHEL FOUCAULT

1926
LIVED
1984

KEY CONTRIBUTION

Modernism is human autonomy could be learned or not. We can find out what we need to find out. In order to think what we need to think, we do what we need to do. In order to get what we want to get. It's this confidence that has been lost in postmodernism.

JANE C. CHICKADEE [me]


Postmodernism

Postmodernism is a reaction against modernism, it is helpful to consider the text in parallel. Using Chapter 3, "Central beliefs" in the course the text by completing the table below:


MODERN CONTRAST	KNOWLEDGE IS CERTAIN AND BASED ON THE BEST FOUNDATION	SCIENCE IS ONLY ONE INTERPRET WAY OF ATTENDING AT TRUTH	TRUTH IS UNIVERSAL IN TIME AND PLACE
	THERE IS NO SUCH THING AS CERTAIN KNOWLEDGE		


Compare below and discuss. To what extent can we trust our senses? Can there truly be a 'shared experience'?

9



6











4 Postmodernism today

How do we see the effects of a postmodern world view in each of the following areas?

Lesson 3 Brian Avey – Postmodernism | 11

<div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 10px;"> <p>1 ETHICS</p> </div> </div>	<div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 10px;"> <p>2 ENTERTAINMENT</p> </div> </div>
<div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 10px;"> <p>3 ARCHITECTURE</p> </div> </div>	<div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 10px;"> <p>4 POLITICS</p> </div> </div>
<div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 10px;"> <p>5 LITERATURE</p> </div> </div>	<div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 10px;"> <p>6 FILM</p> </div> </div>

Where can you see the postmodern world view in your own life?

How have you been influenced by postmodernism?

What appear to be the most appealing aspects of postmodernism as a way of seeing the world?

How do you think the impact of postmodernism on your life will change over the next ten years?

Where doesn't postmodernism 'work'?

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A Doubter’s Guide to World Religions

Why teach on world religions?

An intelligent, thought-through understanding of the teachings, history and beliefs of the world’s major faiths is relevant and necessary in our modern age, arguably more than ever. While the questions each religion has attempted to answer throughout the ages remain the same, their answers vary markedly.

How does A Doubter’s Guide to World Religions fit within a broader RE program?

This enormously popular unit is set at a senior level, when students are able to intellectually wrestle with the conflicting claims of different faiths on key questions of life and meaning. It has been fully revised and for the first time a teacher’s manual has been produced to offer background notes, further reading and extension activities.

Unit outcomes

By the end of this unit, students will be able to:

- articulate the central beliefs and history of five major world faiths
- appreciate the areas of agreement and disagreement in teaching and theology, and how this influences the lives of their respective believers
- understand how Jesus is viewed from within each faith.

Duration

7 lessons offering at least a term’s worth of work.

- Teacher’s manual **\$59.95** Code 8011
- Student handbook **\$10.95** Code 8012
- Digital student handbook **\$9.95** Code e8012
- A Doubter’s Guide to World Religions (textbook)* **\$29.95** Code 8002

* NB: Students will require access to this book—either as a class set or their personal copy—as well as their own Student handbook.

More online resources support this unit
<http://cepteacherslounge.com> (see pages 10–11)

STUDENT
HANDBOOK

WRITTEN BY
SIMON SMART

REVISED BY
PETER WILSON

A DOUBTER’S GUIDE TO WORLD RELIGIONS

A FAIR AND FRIENDLY INTRODUCTION TO THE HISTORY,
BELIEFS AND PRACTICES OF THE BIG FIVE

LESSON 4—JUDAISM 35

Write to the unfail nation,
a people whose path is just,
a land of wisdom,
children given to correction!
They have forsaken the Law;
they have spurned the Holy One of Israel
and turned their backs on him.

ISRAEL 14

This is what Isaiah son of Amos saw concerning Judah
and Jerusalem:
In the last days
the mountains of the Lord’s temple will be established
as the highest of the mountains;
it will be exalted above the hills,
and all nations will stream to it.
Many peoples will come and say,
‘Come, let us go up to the mountains of the Lord,
to the temple of the God of Jacob.
He will teach us his ways,
so that we may walk in his paths.’
The law will go out from Zion,
the word of the Lord from Jerusalem.
He will judge between the nations
and will settle disputes for many peoples.
They will beat their swords into plowshares,
and their spears into pruning hooks.
Nations will not take up sword against nation,
nor will they train for war anymore.

ISRAEL 21–4

DESTRUCTION OF THE FIRST TEMPLE (586 BCE)

17 How do you respond to the author’s comment that,
‘[The Temple] is strange in its history about God’s people’?
In your response, refer to the Jewish quotes or similar
passages from the Tanakh.

18 Identify aspects of the prophet Isaiah’s message that
reflect both warning of judgement and the promise of hope.

INTERIM JUDAISMS
THE DRAMAS OF THE SECOND TEMPLE

Read in Chapter 14 the section ‘The drama of the
second temple’.

The Greeks

19 Outline the events in Israel from the Hellenistic King
Antiochus IV Epiphanes to the coming of the Romans.

DID YOU KNOW?
There were eight Jewish sanctuaries on the first floor.

View sample online
<http://cepstore.com.au/stage5>

Why teach Genesis 1-11?

From creation to Babel, this unit unpacks the Bible's confusing and challenging yet hope-filled foundational opening. Here, the themes of the Bible are established: Who is God? Who is mankind? Why is the world the way it is? And what hope, if any, do we have?

How does *Hope for a Shattered World* fit within a broader RE program?

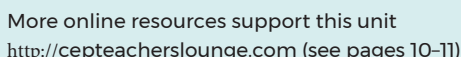
Genesis 1-11 forms a fundamental part of the background against which the claims of Christ are made. It is Act 1 of God's plan for the salvation of humanity, and however they come to understand it, each person needs to have an intelligent response to these ancient writings.

By the end of this unit, students will be able to:

- articulate and critically evaluate the world view presented by Genesis 1-11
- establish connections—literal, figurative, poetic and more—between Genesis 1-11 and the rest of the biblical story
- recognise the profound implications for life in the 21st century in light of the account presented by Genesis.

8 lessons offering 1-2 terms' worth of work.

Teacher's manual **\$59.95** Code 5554
Student handbook **\$10.95** Code 5555
Digital student handbook **\$9.95** Code e5555



View sample online
<http://cepstore.com.au/stage5>

The Cross

Why teach on the cross?

At the cross, we see God’s love and character most clearly. Through the execution of Jesus, every theme in the Bible is made real and complete—the Passover, the sacrifices, the end of suffering and the end of death.

How does The Cross fit within a broader RE program?

This unit passes through the entire sweep of the Bible, linking the purpose of Jesus with major events, themes and characters. In addition, it skilfully presents everyday challenges young people face in this complex world and shows how living in the light of the cross makes a difference today.

Unit outcomes

By the end of this unit, students will be able to:


- appreciate how numerous events and the roles of certain individuals in the Old Testament only make sense in light of Jesus
- comprehend key biblical concepts such as substitution, atonement, sin and justification
- understand how the cross gives Christians hope, peace, access to God and help.

Duration

10 lessons offering 1–2 terms’ worth of work.

Teacher’s manual \$59.95 Code 4976
Student handbook \$10.95 Code 4977
Digital student handbook \$9.95 Code e4977
The Cross (textbook)* \$14.95 Code 4975

* NB: Students will require access to this book—either as a class set or their personal copy—as well as their own Student handbook.

 More online resources support this unit
<http://cepteacherslounge.com> (see pages 10–11)



THE CROSS

10 lessons on the significance of the cross and Jesus’ love for us

STUDENT HANDBOOK | Written by Edward Surrey



1 CROSS PURPOSES GENESIS 3

Before a doctor can start to heal someone, they have to examine them and assess what is wrong. We’re going to start this series by looking at what is wrong with the world, and how the cross can heal it.



IN THE BEGINNING

1. If you were the first person to go around the moon and see the earth, how would you describe it?

2. At Christmas 1968, during the most watched television broadcast at the time, the three astronauts aboard Apollo 8 read out a few lines from a book. Which book was it?

3. There are three clear claims about the creation of the world from Genesis 1. Take a moment now to read through it.

- _____ made everything. (vv 1, 3, 4, 6, 11, 14, 20, 24, 26)
- _____ made everything. (vv 4, 10, 12, 16, 21, 25, 31)
- _____ made everything. (vv 2, 6, 9, 11, 14–15, 20, 24)

4. The big thing Genesis 1 says is not how God made the world, but that God made the world. Genesis claims that we are not here by accident.

4. In Genesis 2, there are three relationships the first humans are to care for:

- their relationship with _____ (v 15)
- their relationship with _____ (v 24)
- their relationship with _____ by obeying his _____ (vv 16–17)

THINK IT THROUGH


5. From what we have read in Genesis 1, give two reasons why God is able to tell humans what to do?

WHERE IT ALL GOES WRONG

6. READ GENESIS 3:1–6, then try and match up the verses with the line that best describes them.

Genesis 3:1	DENYING WHAT GOD SAYS
Genesis 3:2–3	DISOBEYING WHAT GOD SAYS
Genesis 3:4–5	DOUBTING WHAT GOD SAYS
Genesis 3:6	DISTORTING WHAT GOD SAYS

1 CROSS PURPOSES 5

 View sample online
<http://cepstore.com.au/stage5>

The Spirit

Why teach on the Holy Spirit?

The breath hovering over the waters in Genesis. The helper promised by Jesus in John 14. The tongues of fire in Acts. To many, the Holy Spirit is confusing, misunderstood or outright ignored. Yet the Bible says he is no less than the giver of life and essential to creating, shaping and guiding the lives of Christians.

How does *The Spirit* fit within a broader RE program?

A biblical understanding of the Holy Spirit informs all other aspects of Christian life and faith, such as prayer, meeting with other believers, serving with humility, and how we read the Bible.

Unit outcomes

By the end of this unit, students will be able to:

- appreciate that the Spirit plays a role throughout both the Old and New Testaments
- comprehend the distinct role the Spirit, as God with us, has in the lives of Christians
- understand that the Spirit is equal to God and should therefore be worshipped.

Duration

10 lessons offering 1-2 terms' worth of work.

Teacher's manual **\$59.95** Code 4979

Student handbook **\$10.95** Code 4980

Digital student handbook **\$9.95** Code e4980

The Spirit (textbook)* **\$14.95** Code 4978

* NB: Students will require access to this book—either as a class set or their personal copy—as well as their own Student handbook.



More online resources support this unit
<http://cepteacherslounge.com> (see pages 10–11)

THE SPIRIT

10 lessons on the significance of the Holy Spirit and how he is the giver of life

2 THE SPIRIT IS ABOUT JESUS WITH INTENSITY

Chapter 2 / The Spirit is about Jesus with intensity

STUDENT HANDBOOK | Written by Edward Surrey

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10:10

Why teach John’s Gospel?

This unit investigates Jesus’ extraordinary claim, ‘I have come that you might have life to the full’, by contrasting it with the pre-eminent cultural ideals of the good life. The discussion-orientated student magazine promotes student-led inquiry and learning.

How does 10:10 fit within a broader RE program?

John’s Gospel is full of challenging, complex and rich imagery and senior students are most capable to engage with texts constructed in this way. Moreover, this unit provides a perfect opportunity to consider Jesus’ offer of ‘life to the full’.

Unit outcomes


By the end of the unit, students will be able to:

- examine the evidence for Jesus’ claims identifying the ‘signs’ in John’s Gospel, and be able to articulate what Jesus’ offer of ‘life to the full’ might look like
- recognise Johannine language and usage
- appreciate the depth that Old Testament allusions and references bring to John’s Gospel.

Duration

10 lessons offering 1-2 terms’ worth of work.

- Teacher’s manual **\$59.95** Code 5564
- Student magazine **\$10.95** Code 5565
- Digital student magazine **\$9.95** Code e5565

 More online resources support this unit
<http://cepteacherslounge.com> (see pages 10-11)



CEP
Student MAGAZINE

I have come that they may have life, and have it to the full. John 10:10

10:10
EXPLORING JESUS' OFFER OF LIFE
— from John's Gospel

BY DEBBIE TARRANT



CHAPTER 1 | John 1:1-14

first things* first!

When humans will ever tire of trying to understand how life began on Earth. In an interview with Andrew Ross, physicist, Professor of Cosmology, 'finding out the universe is not an easy job. It's essential' and so far as to say, 'stop doing science and stop trying to find out the universe. Then we've had it.'




John 1:1-6

John tells us 'In the beginning was the Word' (John 1:1). Compare the opening verses of the Gospel of John with those of Genesis. Consider what connection is made with the initial creation.


In Genesis 1, we read how God spoke creation into being:

God said, 'Let there be light' (v 3)
God said, 'Let there be a vault between the waters to separate water from water' (v 6)
God said, 'Let the water under the sky be gathered to one place, and let dry ground appear' (v 9)
God said, 'Let the land produce vegetation' (v 11)
God said, 'Let there be lights in the vault of the sky to separate the day from the night' (v 14)
God said, 'Let the water teem with living creatures, and let birds fly above the earth across the vault of the sky' (v 20)
God said, 'Let the land produce living creatures according to their kinds' (v 24)
God said, 'Let us make mankind in our image' (v 26)

 View sample online
<http://cepstore.com.au/stage6>

Term 4B: Why is Jesus worth paying attention to?

Stage 6 (Years 11-12) **Please contact us for pricing** Code e482C

 View samples online
<http://cepstore.com.au/thinkfaithh>

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