

Proposals for a Revised Core Syllabus in RE in Grant-Aided Schools in Northern Ireland

FINAL DRAFT

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FOUNDATION STAGE

LEARNING OBJECTIVE 1: THE REVELATION OF GOD

Pupils should begin to develop an awareness, knowledge, understanding and appreciation of the key Christian teachings about God (Father, Son and Holy Spirit), about Jesus Christ, and about the Bible; and begin to develop an ability to interpret and relate the Bible to life.

God and the Bible

a. God's word.

Teachers should provide opportunities for pupils to know that for Christians:

- The Bible is the word of God.
- God's will for his people is made clear through the lives of key biblical characters.
- The Bible is used in worship.
- Jesus knew the Scriptures.

b. God's care for creation.

Teachers should provide opportunities for pupils to know that for Christians:

- God is the creator of all things – *Gen 1 and 2*.
- Creation is good.
- God cares for the universe, people and animals.

The Life of Jesus

c. Birth of Jesus.

Teachers should provide opportunities for pupils to become familiar with:

- The Annunciation by the Angel Gabriel to Mary - *Lk 1:26-38*.
- The journey to Bethlehem - *Lk 2:4-5*.
- The birth of Jesus - *Lk 2:6-7*.
- The Shepherds, the Wise Men, and Herod - *Lk 2:8-20; Mt 2:1-12*.

d. The Ministry of Jesus.

Teachers should provide opportunities for pupils to become familiar with:

- Jesus' teaching about love, forgiveness and obedience.
- The Lord's Prayer - *Lk 11:1-4*.

e. Death and resurrection.

Teachers should provide opportunities for pupils to become familiar with the main events of the death and resurrection of Jesus:

- His death and burial - *Mk 15:25-37, 15:42-47*.
- The resurrection: the empty tomb - *Mk 16:1-8*.

LEARNING OUTCOMES 1: THE REVELATION OF GOD

The learning outcomes are non-statutory and are included as illustratory material for the guidance of teachers.

For some children Primary School may represent the first opportunity for them to become aware of God. The teacher has a pivotal role in enabling children to have an insight into God through a sense of care, love and compassion.

God and the Bible

Pupils should be able to:

- a. Recognise that the Bible is a holy book listened to with reverence.
 - Talk about where they have heard the Bible being read.
 - Read from a children's Bible in a service of worship.
 - Dramatise a Bible reading.
 - Listen and retell stories of people who help us learn about God; for example: *Moses Ex 2, Samuel 1 Sam 1, David 1 Sam 16,17, John the Baptist Mt 3, Lk 3:1-20.*
 - Talk about how Jesus listened to stories from the Scriptures.
- b. Begin to recognize that God makes all things.
 - Talk about what God has made: people, plants, living things, land, sea and air.
 - Make a collage of things that live on the land, in the sea and in the air.
 - Bring in and talk about photographs of themselves.
 - Talk about the things they can do with their bodies.
 - Go for a nature walk and look for many different things which God has made.
 - Bring in pictures of their pets and talk about how they help care for them.
- c. Recognise that God cares for His creation and people.
 - Talk about the things that God has given us and how he looks after us.
 - Make a class-book depicting growing things and how they change.
 - Make up a prayer expressing thanks for God's care and providence.
 - Dramatize the story of Noah - *Gen 6-8.*
 - Participate in a Harvest Thanksgiving service.

The Life of Jesus

Pupils should be able to:

- d. Demonstrate their knowledge of the Christmas story and its significance.
 - Listen to and retell the Christmas story.
 - Design and make a Christmas card illustrating the Nativity scene.
 - Make a model of the crib.
 - Make up a prayer thanking God for the gift of Jesus.

- Make and distribute presents.
 - Take part in a Christmas carol service.
 - Make use of a wide variety of Christmas music.
 - Dramatise the Christmas story.
- e. Give examples of the teaching of Jesus on forgiveness and begin to understand its application.
- Dramatise the story of Zacchaeus. Draw 'before' and 'after' pictures of Zacchaeus - *Lk 19:1-10*.
 - Using pictures and sentences, outline the story of Zacchaeus.
 - Talk about the example set by Jesus.
 - Improvise or role-play on the theme of 'saying sorry' and forgiveness.
- f. Demonstrate knowledge of the main events of the death of Jesus and His burial.
- Talk about special meals and the special meals that Jesus would have had.
 - Talk about some of the people who disliked Jesus.
 - Listen to the story of how Jesus died because He loves people.
 - Make a cross.
 - Create their own empty tomb.
 - Dramatise the discovery of the empty tomb.
- g. Demonstrate knowledge that Jesus is alive.
- Talk about how Jesus' friends might have felt when they heard that the tomb was empty.
 - Make an Easter garden/card.
 - Make or collect items for an Easter table: have mustard or cress seeds growing, spring flowers, models of lambs or chicks.
 - Make a frieze of new life at springtime.
 - Talk about where Jesus lives today.

FOUNDATION STAGE

LEARNING OBJECTIVE 2: THE CHRISTIAN CHURCH

Pupils should begin to develop a knowledge, understanding and appreciation of the growth of Christianity, of its worship, prayer and religious language; a growing awareness of the meaning of belonging to a Christian tradition, and sensitivity towards the beliefs of others.

a. Belonging.

Teachers should provide opportunities for pupils to appreciate that:

- The way of life in a Christian community involves caring, sharing and praying together.
- We can learn from the lives of people who show us how to belong, share and care for each other.

b. Worship and prayer.

Teachers should provide opportunities for pupils to appreciate that:

- Praying is a way of talking to God so that we can thank him, praise him, say sorry and ask for help.
- People can worship God in a variety of ways and places.
- During the Church calendar there are special times of celebration.
- There are special occasions in a Christian's life associated with worship.

LEARNING OUTCOMES 2: THE CHRISTIAN CHURCH

The learning outcomes are non-statutory and are included as illustratory material for the guidance of teachers.

a. Belonging.

Pupils should be able to:

- i. Suggest ways in which people care, share and pray together today.
 - Do something helpful for a friend or charitable organisation.
 - Make a collage of 'helping hands'.
 - Pray together in class or in a school assembly.
- ii. Explore the lives of people who have shown us how to belong to the Church.
 - Be aware of significant Christians from the past and how we can learn from them, for example, St Patrick, St Brigid.
 - Invite the local Minister / Priest / Principal to talk about their work.

b. Worship and Prayer.

Pupils should be able to:

- i. Recognise that people can worship and pray at any time.
 - Know that prayer is talking to God and that He always listens to us.
 - Explore different ways of praying; quiet prayer, meditative prayer.

- Discuss how Christians can pray to God in thanksgiving, for example at meal times.
 - Explore prayer through music and movement.
- ii. Recognise that people worship and pray in different ways and in different places.
- Begin to understand what worship means and talk about some of the ways in which we can worship God.
 - Make a stained glass window.
 - Draw a church.
- iii. Recognise that there are special occasions associated with worship.
- Participate in celebrating Harvest, Christmas, Easter, Pentecost, and Saints' Days.
 - Draw a picture of, or bring in photographs of family celebrations in church.
- iv. Recognise different types of prayer.
- Compile a class book containing different types of prayers, e.g. thanksgiving, intercession, saying sorry.

FOUNDATION STAGE

LEARNING OBJECTIVE 3: MORALITY

Pupils should begin to develop their ability to think and judge about morality, to relate Christian moral principles to personal and social life, and begin to develop to identify values and attitudes that influence behaviour.

a. Respect for Self.

Teachers should provide opportunities for pupils to:

- Recognise that each one is unique and special.
- Recognise that they are loved and respected.
- Recognise that they need to care for their bodies.

b. Respect for each other.

Teachers should provide opportunities for pupils to:

- Recognise the value of co-operation, sharing, helping others, being honest.
- Examine attitudes and behaviour towards other people.
- Show respect for property.

c. Respect for God.

Teachers should provide opportunities for pupils to:

- Develop a respect for God and the importance of the two commandments: to love God and to love one another - *Mt 22:37-40*.

d. Respect for the environment.

Teachers should provide opportunities for pupils to:

- Develop a caring attitude towards living things.
- Realise that each person has a responsibility to care for the environment.

LEARNING OUTCOMES 3: MORALITY

The learning outcomes are non-statutory and are included as illustratory material for the guidance of teachers.

a. Respect for self.

Pupils should be able to:

- i. Recognise that each person is unique and special.
 - Learn how to talk to others and listen in turn, in a group situation, e.g. circle time.
 - Begin to value all ideas shared during play.
 - Make a book about the things they can do – add to it as the year progresses.
- ii. Understand that there are people who love and care for them.
 - Bring in and talk about photographs of their families.
 - Make a class book about people who help them, for example, doctor, dentist, fireman.

- Meet and talk to class visitors, e.g. nurse, dentist.
 - Draw a picture of a member of their family and talk about it.
- iii. Know that God wants us to care for our bodies because he cares about us.
- Make a collage depicting healthy foods.
 - Talk about how they can take care of their bodies, e.g. brushing teeth, washing.
 - Explore healthy foods.
- b. Respect for each other.
Pupils should be able to:
- Examine their attitudes and behaviour towards other people and their belongings.
- Talk about the ways in which different members of the family depend on one another.
 - Begin to recognize the need to share, help and be honest.
 - Listen to Bible stories that show caring and sharing, for example, the feeding of the five thousand, the four friends and the lame man.
 - Be able to talk about how and when we can share in the classroom or at home.
 - Recognise children's efforts to help on a daily basis and celebrate them in an appropriate way.
- c. Respect for God.
Pupils should be able to:
- i. Recognise that God loves them.
- Compose a prayer expressing thanks to God for His love.
 - Sing a song that reflects God's love.
- ii. Recognise that Jesus taught people to love God and love one another.
- Talk about the ways in which people can show love towards God and towards one another.
- d. Respect for the environment.
Pupils should be able to:
- Suggest ways in which God challenges people to care for the world.
 - Make use of recycling opportunities.
 - Keep their classroom and environment litter free.
 - Plant trees and flowers.
 - Talk about ways they can care for animals.

KEY STAGE 1

LEARNING OBJECTIVE 1: THE REVELATION OF GOD

Pupils should develop an awareness, knowledge, understanding and appreciation of the key Christian teachings about God (Father, Son and Holy Spirit), about Jesus Christ, and about the Bible; and develop an ability to interpret and relate the Bible to life.

God and the Bible

a. God's word.

Teachers should provide opportunities for pupils to know that for Christians:

- The Bible is the word of God.
- God's will for his people is made clear through the lives of key biblical characters.
- The Bible is used in worship.
- Jesus knew the Scriptures.

b. God's care for creation.

Teachers should provide opportunities for pupils to know that for Christians:

- God is the creator of all things.
- Creation is good.
- God cares for the universe, people and animals – *Gen 1 and 2*.

The Life of Jesus

c. Birth and boyhood of Jesus.

Teachers should provide opportunities for pupils to become familiar with:

- The Annunciation by the Angel Gabriel to Mary - *Lk 1:26-38*.
- The visit of Mary to Elizabeth - *Lk 1:39-41*.
- The Roman census - *Lk 2:1-3*.
- The journey to Bethlehem - *Lk 2:4-5*.
- The birth of Jesus - *Lk 2:6-7*.
- The Shepherds, the Wise Men, Herod - *Lk 2:8-20; Mt 2:1-12*.
- The angel's warning to Joseph about Herod - *Mt 2:13*.
- The flight to Egypt - *Mt 2:14-18*.
- The return to Nazareth - *Mt 2:19-23*.
- Family life and customs in Nazareth.
- The story of Jesus in the temple - *Lk 2:41-52*.

d. The ministry of Jesus.

Teachers should provide opportunities for pupils to become familiar with:

- Jesus' teaching about love, forgiveness and obedience.
- The Lord's Prayer - *Lk 11:1-4*.
- Miracles of healing - *Mk 5:21-24, 35-43*.

- Jesus' relationship with God the Father - eg. *Mk 14:32-34, Lk 9:10-17.*
- Jesus and His friends - *Lk 10:38-41.*

e. Passion, death and resurrection.

Teachers should provide opportunities for pupils to become familiar with the main events of the passion, death and resurrection of Jesus:

- His entry into Jerusalem - *Jn 12:12-16.*
- The Last Supper - *Lk 22:7-20.*
- His betrayal and arrest in the Garden of Gethsemane - *Lk 22:47-53.*
- Peter's denial - *Lk 22:54-62.*
- The trial and crucifixion - *Lk 22:66-71, 23:1-43.*
- His death and burial - *Lk 23:44-56.*
- The resurrection: the empty tomb - *Lk 24:1-12.*

LEARNING OUTCOMES 1: THE REVELATION OF GOD

The learning outcomes are non-statutory and are included as illustratory material for the guidance of teachers.

God and the Bible

Pupils should be able to:

a . Recognise that the Bible is a holy book listened to with reverence.

- Talk about the use of the Bible in church and elsewhere.
- Read from the Bible in a service of worship.
- Dramatise a Bible reading.
- Listen and retell stories about people who reveal God, for example, Jacob, David, Elijah, Jairus, Anna and Simeon.
- Talk about how Jesus listened to stories from the Scriptures.

b. i. Illustrate the wonder and variety of God's creation.

- Talk about what God has made: people, flowers, birds, animals.
- Make a collage of God's world.
- Bring in and talk about photographs of themselves.
- Plant bulbs and seeds; observe the way in which they grow.
- Go for a nature walk; collect leaves, pine cones for seasonal displays.
- Recognise that God cares for His creation and people.
- Participate in a Thanksgiving service for creation.
- Identify people who show God's care for His creation and people.
- Make up prayers expressing thanks for God's care and providence.
- Make a class-book depicting growing things and how they change.

The Life of Jesus

Pupils should be able to:

- c. i. Demonstrate their knowledge of the Christmas story and its significance.
 - Locate Bethlehem on a map of the Holy Land.
 - Retell/dramatise the Christmas story and discuss the roles of the principal characters.
 - Design and make a Christmas card illustrating the Nativity scene.
 - Discuss the origins of the crib.
 - Make up prayers thanking God for the gift of life.
 - Discuss the significance of giving presents at Christmas and the practical opportunities of helping others.
 - Take part in a Christmas carol service.
- ii. Demonstrate some knowledge of the childhood of Jesus.
 - Locate Nazareth and Jerusalem on map of the Holy Land.
 - Talk about the way of life in Nazareth when Jesus was growing up.
 - Make a model of a house in Palestine.
 - Play some of the games that Jewish children would have played.
 - Compare a school day in Jesus' time with a contemporary school day.
 - Talk about Jesus visiting the temple in Jerusalem.
 - Make a frieze depicting life in and around Nazareth.
- d. i. Demonstrate a knowledge of how Jesus taught and healed people.
 - Retell/dramatise an appropriate event or parable such as Jairus' daughter, the Parable of the Sower, Peter's mother-in-law, the Feeding of the Five Thousand, the Good Shepherd.
- ii. Demonstrate a knowledge that Jesus claimed a special relationship with God His Father.
 - Relate the occasions when Jesus prayed to the Father: early in the morning before the feeding of the five thousand, in the Garden of Gethsemane.
- iii. Illustrate how Christians call God their Father.
 - Pray the Lord's Prayer. For example, the spoken word and/or with actions.
 - Sing songs praising God.
 - Make up prayers which address God as Father.
- iv. Demonstrate an understanding that Jesus made friends and offers friendship.
 - Dramatise/make a story board of Jesus' meeting with some of His friends. For example, Peter, Matthew, Mary, Martha.
 - Discuss the sort of meal Jesus had with His friends. For example, create a menu.
 - Participate in a classroom party or celebration.
 - Imagine you are a friend of Jesus, for example, Mary, Martha or Peter, being interviewed for a local newspaper about what Jesus' friendship means to you.

e. i. Demonstrate a knowledge of the main events of the passion and the death of Jesus.

- Create a storyboard outlining the events of Holy Week.
- Dramatise Jesus' entry into Jerusalem.
- Discuss the Passover Meal that Jesus celebrated with his followers.
- Talk about some of the people who colluded in Jesus' death.
- Recognise that Jesus died because He loves people.
- Make a cross.
- Make a frieze of Jesus' journey from Jerusalem to Golgotha and the tomb.
- Discuss what it would have been like to have been one of the crowd who witnessed Jesus carrying his cross.

ii. Demonstrate a knowledge of the main events of the resurrection narrative.

- Talk about how Jesus' friends might have felt when they discovered that the tomb was empty.
- Discuss how these feelings changed when they encountered the Risen Jesus.
- Understand ways in which Christians respond to the belief that Jesus is alive today.
- Make an Easter Garden/Easter cards.
- Participate in an Easter service and write prayers giving thanks to God for Easter.

KEY STAGE 1

LEARNING OBJECTIVE 2: THE CHRISTIAN CHURCH

Pupils should develop a knowledge, understanding and appreciation of the growth of Christianity, of its worship, prayer and religious language; a growing awareness of the meaning of belonging to a Christian tradition, and sensitivity towards the beliefs of others.

a. Beginning and growth.

Teachers should provide opportunities for pupils to appreciate that:

- The way of life in the early Church involved caring, sharing and praying together.
- People have been influential in the growth of the Church.

b. Worship and prayer.

Teachers should provide opportunities for pupils to appreciate that:

- People can worship God in a variety of ways and places.
- During the Church calendar there are special times of celebration.
- There are special occasions in a Christian's life associated with worship.

LEARNING OUTCOMES 2: THE CHRISTIAN CHURCH

The learning outcomes are non-statutory and are included as illustratory material for the guidance of teachers.

a. Beginning and Growth.

Pupils should be able to:

i. Demonstrate an understanding that the early Christians formed a community.

- Retell or role-play the activities of the early believers caring for each other, praying together, sharing their goods.

ii. Suggest ways in which people care, share and pray together today.

- Participate in fund-raising activities, for example, Children in Need.
- Write a prayer asking God to help others.
- Pray together in class or in a school assembly.

iii. Recognise that St. Patrick was associated with bringing the Christian faith to Ireland.

- Identify and illustrate some of the key events in the life of St. Patrick.
- Dramatise the story of St. Patrick.
- Investigate life in an early Irish monastery.

b. Worship and Prayer.

Pupils should be able to:

i. Recognise that people can worship and pray at any time.

- Discuss how Christians worship God at assembly, gathering in church, morning and evening prayers.

- ii. Recognise that people worship and pray in different ways and in different places.
 - Make a model of a church, or make a visit to a local church and identify the main features.
 - Invite a local minister or priest to lead prayer in your class.
- iii. Recognise that there are special occasions associated with worship.
 - Participate, for example, in celebrating Harvest, Christmas, Easter, Pentecost, Saints' Days.
 - Dramatise a special religious occasion, for example, baptism.
- iv. Recognise different types of prayer.
 - Compose different types of prayer for use in class.

KEY STAGE 1

LEARNING OBJECTIVE 3: MORALITY

Pupils should develop their ability to think and judge about morality, to relate Christian moral principles to personal and social life, and to identify values and attitudes that influence behaviour.

a. Respect for self.

Teachers should provide further opportunities for pupils to:

- Deepen their understanding that each one of them has been given gifts and talents that make him or her unique.
- Understand that because they are loved, valued and respected as unique individuals, they should respect the dignity of their own bodies.

b. Respect for each other.

Teachers should provide opportunities for pupils to:

- Recognize the value of being members of their families, their class and their school community.
- Examine practical ways by which they can make positive contributions to their families, school and wider community by showing respect for others and their possessions.

c. Respect for God.

Teachers should provide opportunities for pupils to:

- Understand that the God who loves them is forgiving towards them and that they should be forgiving towards others.

d. Respect for the environment.

Teachers should provide opportunities for pupils to:

- Identify some of the serious threats which can affect the environment and discuss practical ways in which they can help protect the environment.

LEARNING OUTCOMES 3: MORALITY

The learning outcomes are non-statutory and are included as illustratory material for the guidance of teachers.

a. Respect for self.

Pupils should be able to:

- Appreciate the dignity of their own bodies and their individual characteristics.
- Identify their range of gifts and talents.
- Discuss and discover their gifts and talents (use of circle time).
- Create a wall display highlighting the variety of gifts in the class.

b. Respect for each other.

Pupils should be able to:

- Talk about the ways in which their families, school and community depend on each other.
- Identify what part they can play in furthering this interdependence.
- Take part in activities which enable them to show respect for others through a team approach, for example, joint project work, games.

c. Respect for God.

Pupils should be able to:

- Recognise that their gifts and talents come from God and should be used for God and others.
- Appreciate that they can turn to God for forgiveness when they use their gifts and talents in an inappropriate way.
- Dramatise or role play a situation which highlights the need for forgiveness.
- Understand that God's forgiveness requires them to forgive others.

d. Respect for the environment.

Pupils should be able to:

- Discuss what they regard as threats to the local environment.
- Appreciate their role in caring for and enhancing the environment.
- Participate in a recycling venture.

KEY STAGE 2

LEARNING OBJECTIVE 1: THE REVELATION OF GOD

Pupils should develop an awareness, knowledge, understanding and appreciation of the key Christian teachings about God (Father, Son and Holy Spirit), about Jesus Christ and about the Bible; and develop an ability to interpret and relate the Bible to life.

God and the Bible

a. God's word.

Teachers should provide opportunities for pupils to:

- Look at and explore the content and structure of the Bible.
- Appreciate that the Bible has different forms of literature.
- Become familiar with places where the Bible is used and treated with reverence.

b. Creation and Fall.

Teachers should provide opportunities for pupils to:

- Explore the wonder and variety of creation.
- Discover and reflect on the achievements of human creativity.
- Explore how humans misuse their creative power.
- Hear, reflect and discuss the biblical account of Creation and Fall – *Gen 1 to 3*.

c. God's Covenant with his chosen people.

Teachers should provide opportunities for pupils to:

- Explore the nature of covenant through Old Testament accounts of key figures, for example, *Abraham Gen 17, 21:1-7, Moses Ex 3:1-10, 17, and 4:18*.
- Listen to and discuss stories that reveal God's continuing care for human needs, concerns and troubles.

The Life of Jesus

d. God's Son.

Teachers should provide opportunities for pupils to:

- Hear about concepts such as promise and prophecy - *Mic 5:2-5; Isa 7:14*.
- Be familiar with readings associated with the promised Messiah.
- Explore the chosen people's expectations and disappointment in relation to Jesus.
- Explore the ways in which Christians believe Jesus is Saviour - *Isa 9:6-7*.

e. Birth and boyhood of Jesus.

Teachers should provide opportunities for pupils to:

- Read, listen to and celebrate the Christmas story.
- Read, listen to and retell the story of the boy Jesus in the Temple - *Lk 2:41-45*.

- Reflect on the environment in which Jesus lived in contrast to their own.

f. The Ministry of Jesus.

Teachers should provide opportunities for pupils to:

- Recall the story of the baptism of Jesus - *Lk 3:21-22*.
- Begin to appreciate the significance of the call of some of the disciples - *Mk 1:16-20*.
- Recall and reflect on stories where Jesus helped those in need - *Mk 2:1-12; Mt 14:22-33*.
- Discover, discuss and develop the effects and implications of Jesus' relationships with people.
- Study the teachings of Jesus through a selection of parables and central sayings especially from the Sermon on the Mount; and show their relevance for today - *Lk 15; Mt 5:1-12*.

g. Passion, death and resurrection.

Teachers should provide opportunities for pupils to:

- Relate and discuss the events of the last days of Jesus' life, including:
 - The anointing - *Jn 12:1-8*.
 - Entry into Jerusalem - *Jn 12:12-19*.
 - Washing the disciples' feet - *Jn 13:1-20*.
 - The Last Supper - *Lk 22:7-20*.
 - Betrayal by Judas - *Lk 22:47-53; Mk 14:10-11*.
 - Garden of Gethsemane - *Mk 14:32-42*.
 - Peter's denial - *Lk 22:54-62*.
 - Jesus' trial - *Mk 14:53-65, 15:2-15*.
 - Crucifixion, death and burial - *Mk 15:16-47*.
 - Resurrection and appearances - *Mk 16; Lk 24:13-35*.

h. Ascension and Pentecost.

Teachers should provide opportunities for pupils to:

- Recall and discuss the accounts of:
 - The Ascension - *Lk 24:50-53; Acts 1:1-11*.
 - The commission of the disciples - *Mt 28:16-20*.
 - Pentecost - *Acts 2:1-13*.

LEARNING OUTCOMES 1: THE REVELATION OF GOD

The learning outcomes are non statutory and are included as illustratory material for the guidance of teachers.

God and the Bible

Pupils should be able to:

- a. Recognise that the Bible is a collection of different types of books.
- Name the two main parts of the Bible.

- Name some of the books of the Bible.
 - Locate and explore relevant websites.
 - List examples of history, poetry and prophecy.
 - Conduct Bible searches locating chapter and verse.
 - Outline a brief history of how the Bible was first written and then printed.
 - Explore key places mentioned in the Bible.
- b. i. Demonstrate a knowledge of God's creation.
- Retell the events of Genesis chapters 1-2.
 - Talk about the gift of life, for example, a new baby, the new growth of spring.
 - Describe the God-given gifts of creativity, for example, Michelangelo, Alexander Graham Bell.
 - Modelling with clay.
- ii. Recall the story of the Fall and give examples of its effects.
- Discuss vandalism, violence, crime, destruction of rainforests, wastage of food.
 - Discuss world conflict.
- iii. Recognise that the ability to choose between right and wrong is unique to human beings.
- Find examples from newspapers of people who make good or bad choices.
 - Discuss times when pupils have made good or bad choices.
 - Examine injustice and the imbalance in world resources.
- c. i. Give examples of God's care, even in times of adversity.
- Relate the stories of Joseph, Esther or Ruth.
 - Tell how God cared for his people through the Exodus experience.
 - Discuss how people face the challenges brought about by, for example, serious illness, loss of a friend, family separation, loss of a pet.
- ii. Recognise that God chose the Israelites as His people and sent them leaders.
- Retell the account of God's promise to Abraham or Jacob or Moses.
 - Plot the journey of Moses and the Israelites to the Promised Land.
 - Retell the account of Elijah on Mount Carmel.
- iii. Illustrate ways in which Christians believe God communicates through people today.
- Discuss how God's love is shown by parents, teachers, friends, clergy.
 - Select a world figure who has made an impact.
 - Discuss how God communicates through him/her.

The Life of Jesus

Pupils should be able to:

- d. Demonstrate ways in which Christians believe Jesus was the promised Saviour.
- Recall the words of the angels to the shepherds.
 - Create a banner containing the various names of Jesus.
 - Discuss why some readings and carols call Jesus 'Saviour'.

- List and discuss names by which Jesus is called, for example, Messiah, Emmanuel and others.
- e. i. Demonstrate a knowledge of the Nativity and Epiphany narrative.
- Retell the Christmas story in a sequential form.
 - Tell the story from the perspective of, for example, the shepherd, one of the wise men, or others.
- ii. Demonstrate a knowledge of some religious customs and traditions associated with the celebration of Christmas.
- Participate in a carol service.
 - Design Christmas cards/mobile.
 - Contribute to a worthy cause, for example, Tear Fund, Concern, Trocaire, the Salvation Army, St. Vincent de Paul.
 - Create their own crib and design an Advent calendar.
 - Create an Advent wreath.
 - Explore the celebration of Christ's coming at Christmas throughout the world.
- iii. Demonstrate a knowledge of the environment and life in Galilee as Jesus grew up.
- Research the languages Jesus used, for example, Aramaic, Hebrew.
 - Retell some of the stories Jesus would have heard as a boy, for example, Passover.
 - Make a Jewish artefact, for example, Menorah, shema, book of the scrolls.
 - Discuss the 'bar mitzvah', when Jewish boys become 'sons of the Law' and take part in adult services.
 - Find out about the temple and synagogue in Jesus' time.
- f. i. Demonstrate an understanding of the baptism of Jesus by John.
- Illustrate Jesus' baptism, for example, by means of a storyboard.
 - Recall the main elements of Jesus' baptism, for example, the voice of God, God's words to Jesus.
 - Research the life and role of John the Baptist.
- ii. Demonstrate a knowledge of how Jesus chose followers.
- Retell the call of some of the disciples, for example, Peter and Andrew, Matthew and others.
 - Research the lives of the disciples and the reasons why Jesus chose them.
 - Write a job description for a follower of Jesus today.
- iii. Recall some of Jesus' teaching and relate it to life.
- Retell the account of: The Prodigal Son; The Good Samaritan; Jesus washing his disciples' feet; The woman at the well.
 - Create a glossary of terms explaining words like: Gentile, Samaritan, Prodigal, and others.
 - Give an example of how Jesus challenged the prevailing attitude towards the Gentiles, Samaritans, women, and the sick.
 - Express and share pupils' attitudes to one another and to other groups and communities.

- iv. Recall some events where Jesus helped those in need.
- Recount events that reveals Jesus' care for the hungry, the sick or the distressed, for example, the feeding of the 5,000, or the story of Lazarus.
- v. Demonstrate a knowledge of how Jesus related to all He met.
 - Relate the encounters of Jesus with, for example, the paralysed man, the centurian, Nicodemus.
 - Recall how the rich young man's meeting with Jesus challenged his life.
 - Role play one of these encounters.
 - Suggest how the teaching of Jesus continues to challenge and change individuals today, for example, through making good choices, being honest, respecting others, etc.
 - Begin a journal of how you have been changed and challenged by Jesus.
- g. i. Demonstrate a knowledge of the sequence of events from the entry into Jerusalem to the death of Jesus.
 - Retell or dramatise these events.
 - Write a short newspaper report on the part played by a main character in these events.
- ii. Demonstrate a knowledge of some of the appearances of the risen Jesus.
 - Tape an interview with the women in the garden.
 - Dramatise the story of the disciples and Jesus on the road to Emmaus.
- h. Recall the events of the Ascension and Pentecost and show their significance.
 - Retell the story of the Ascension of Jesus.
 - Retell how Jesus commissioned His disciples on the occasion of the Ascension.
 - Retell the events surrounding Pentecost from the point of view of a Jew visiting Jerusalem.
 - Construct an interview with Peter, or James, or Thomas on the impact of the Holy Spirit on his life.

KEY STAGE 2

LEARNING OBJECTIVE 2: THE CHRISTIAN CHURCH

Pupils should develop a knowledge, understanding and appreciation of the growth of Christianity, of its worship, prayer and religious language; a growing awareness of the meaning of belonging to a Christian tradition, and sensitivity towards the beliefs of others.

a. Beginning and Growth.

Teachers should provide opportunities for pupils to:

- Hear and explore accounts of how the followers of Jesus began to organise themselves in their new way of life - *Acts*.
- Consider and retell what the apostles told others about Jesus.

b. The early Church to the present.

Teachers should provide opportunities for pupils to:

- Investigate how Christianity came to Ireland.
- Investigate the significance of some well-known Christians from different periods of history.
- Consider an aspect of the development of their local Christian community.

c. Worship and Prayer.

Teachers should provide opportunities for pupils to:

- Read prayers from the Bible, and other sources.
- Recognise that prayer and worship can be associated with special events and places.
- Reflect on and explore the belief that God may be worshipped anywhere.
- Recognise that there are special places of worship which need to be respected.
- Experience worship and prayer in a variety of ways.
- Compose prayers to mark special events.

LEARNING OUTCOMES 2: THE CHRISTIAN CHURCH

The learning outcomes are non-statutory and are included as illustratory material for the guidance of teachers.

a. Beginning and Growth.

Pupils should be able to:

- Recognise that the early followers of Jesus met together to break bread.
- Describe some features of a meeting in the early Church, for example, breaking of bread in a home.
- Recognise that the Church spread from Jerusalem to the Gentile world and appreciate some of the difficulties encountered by the early Church.
- Be familiar with the conversion of Saul and the beginning of his mission.
- Locate on a map places associated with the spread of the church.

b. The Early Church to the Present.

Pupils should be able to:

- Describe the life and influence of people of faith who have made a significant contribution to the Church and the world, for example, C.S. Lewis, Thomas Barnardo, Maximilian Kolbe, Mother Teresa, Amy Carmichael.
- Investigate the beginnings of Christianity in Ireland.
- Investigate the contribution to Christianity made by significant figures such as St. Francis of Assisi, St. Vincent de Paul, David Livingstone.
- Demonstrate a knowledge of the development of the local Christian community.
 - Visit a local church and interview a church official.
 - Record information about local churches and historical religious sites.

c. Worship and Prayer

Pupils should be able to:

- i. Recognise that God can be worshipped anywhere.
 - List places where prayer takes place, for example, church, home, school.
 - Discuss how all places of worship should be respected.
 - Compose prayers linked with events in the school and pupils' lives.
 - Recall the biblical narratives related to Harvest, Christmas, Easter and Pentecost.
- ii. Identify different forms of prayer and worship and recognise that prayer was important in the lives of biblical characters, for example, Abraham, David, Esther, Hannah, Solomon and Paul.
 - List some types of prayer used in the Bible and worship, for example, the 'Lord's Prayer' and 'The Lord is my Shepherd'.
 - Participate in school assemblies and class prayer, for example, singing, reading, drama, reciting.
- iii. Recall Jesus' teaching about prayer.
 - Retell the story of the Pharisee and the publican.
 - Recall examples of Jesus' prayers.

KEY STAGE 2

LEARNING OBJECTIVE 3: MORALITY

Pupils should develop their ability to think and judge about morality, to relate Christian moral principles to personal and social life, and to identify values and attitudes that influence behaviour.

a. Respect for self.

Teachers should provide opportunities for pupils to:

- Recognise that they are loved and respected as individuals.
- Consider their growth and development in mind and body.
- Appreciate the gift of sexuality.
- Develop their own physical, spiritual, moral, emotional and social skills.
- Further develop positive attitudes towards their talents, qualities and values.
- Begin to recognise and accept their own limitations.
- Be aware of the harmful effects of non-prescribed drugs and substances.

b. Respect for each other.

Teachers should provide opportunities for pupils to:

- Explore and experience the values which help to build community.
- Identify the various groupings to which they belong.
- Be aware of and have respect for differing cultures and faiths.
- Explore how they can welcome and include people from other countries.

c. Respect for God.

Teachers should provide opportunities for pupils to:

- Discuss the application of the Ten Commandments to life today.
- Explore how the Ten Commandments relate to the two commandments of Jesus.
- Read and consider the values of God's Kingdom as revealed by Jesus in the Beatitudes and consider their application today.

d. Respect for the environment.

Teachers should provide opportunities for pupils to:

- Consider the respect due to creation, which is the gift of God.
- Discover the challenge for humans to become co-workers with God for a better world.
- Take responsibility for the care and preservation of the local environment.

LEARNING OUTCOMES 3: MORALITY

The learning outcomes are non-statutory and are included as illustratory material for the guidance of teachers.

a. Respect for self.

Pupils should be able to:

Demonstrate an awareness of personal growth and development.

- Reflect and record how their talents have developed to date.
- Compare photographs showing pupils at different ages and discuss how they have changed.
- Give examples of additional responsibilities and privileges that are given to pupils as they get older.
- Using appropriate resources identify ways in which their sexual development is part of their personal growth and development.
- Facilitate pupils in discussing how their choices concerning drugs and substances can have adverse affects on their lives.

b. Respect for each other.

Pupils should be able to:

Develop respect for others within their family, school, community and wider world.

- Discuss their own and others' roles within the family and community.
- Participate in a co-operative fund-raising effort and explore how the funds are used either locally or globally.
- Take part in an inter-school activity.
- Explore and discuss the challenge faced by individuals who have disabilities.

c. Respect for God.

Pupils should be able to:

- i. Recognise the values enshrined in the Ten Commandments.
 - Suggest reasons for rules; for example, at school, in class, at home, on the road.
 - Collect newspaper cuttings, which show examples of good and evil in the world.
 - Make a scroll of the Ten Commandments.
- ii. Illustrate the Christian belief that love is the basis of all God's laws.
 - Illustrate a story of an individual forgiving someone.
 - Give examples of situations which demonstrate the practical implications of the Beatitudes.

d. Respect for the environment.

Pupils should be able to:

- i. Identify and describe places of beauty and worth in their local environment.
 - Identify and describe places of worship where people gather.
 - Make an illustrated leaflet on the local area.
 - Devise and develop an assembly based on care for the environment.
- ii. Recognise the need to care for and share the earth's resources wisely.
 - Locate on a globe or map the places from which various products are imported.
 - Make a list of items, which can be recycled.
 - Suggest the ways in which the world's resources are wasted; for example, food mountains, oil slicks.
 - Design posters reflecting the need to care for the environment and use them in a school assembly.
 - Find out about how Aid Agencies, such as TEAR Fund, Christian Aid, Trocaire, Oxfam, help people to care for their environment; for example, digging wells, growing crops, using natural materials, craft making, Tradecraft.

KEY STAGE 3

LEARNING OBJECTIVE 1: THE REVELATION OF GOD

Pupils should develop an awareness, knowledge, understanding and appreciation of the key Christian teachings about God (Father, Son and Holy Spirit), about Jesus Christ and about the Bible; and develop an ability to interpret and relate the Bible to life.

Scripture references are given as a guide to teachers and where references are given to one of the Gospels, parallel passages from other Gospels may be used.

God and the Bible

a. God's word.

Teachers should provide opportunities for pupils to:

- Understand the Bible as a library of books containing law, history, poetry, prophecy, Gospels and letters.
- Acquire the skill of finding specific references.
- Develop an appreciation of the Bible as the inspired word of God which provides guidance, encouragement, comfort and discipline for Christians today.
- *2 Tim 3:16; Heb 1:1-2, 4:12.*

b. God's relationship with his chosen people.

Teachers should provide opportunities for pupils to appreciate God's love for people through an outline study of at least one of the following:

- Abraham – *Genesis chapters 15, 16 and 22.*
- Moses: Passover, the Sinai Covenant and Ten Commandments – *Ex 6:2-8, Ex chapters 11 and 12, Ex 20:1-21, Ex 34:1-28.*
- Ruth - *Ruth 1-4.*

The Life of Jesus

c. The world of Jesus.

Teachers should provide opportunities for pupils to appreciate the world in which Jesus lived and worked through its:

- Geography
- History
- Culture
- Religion

Relevant texts – Mt 12:1-14; Mk 7:1-15, 12:13-17, 12:18-27, 12:38-40.

d. Jesus and his relationship with people.

Teachers should provide opportunities for pupils to recognise Jesus' example of unconditional love for all.

- His disciples, for example, Matthew and Judas - *Lk 5:27-32; Acts 1:13; Mt 26:14-16 20-25; Jn 12:3-6.*
- Women, for example, Martha and Mary - *Lk 10:38-42; Jn 11:1-3; Lk 7:37-50.*
- Outcasts, for example, The Ten Lepers – *Mt 8:5-13; Lk 7:1-10, 17:11-19.*

e. Jesus' miracles.

Teachers should provide opportunities for pupils to reflect on Jesus' sovereignty over the natural and supernatural world by exploring Jesus' power over:

- Death, for example, Lazarus - *Jn 11:1-44*, or Jairus' daughter - *Mk 5: 21-24, 35-43.*
- Demons, for example, Legion – *Mk 5:1-20.*
- Disease, for example, The Paralysed man - *Mk 2:1-12.*
- Nature, for example, the calming of the storm - *Mk 4:35-41.*

f. His teachings.

Teachers should provide opportunities for pupils to comprehend the relevance of the parables for today by exploring Jesus' parables and His teachings on:

- Forgiveness, for example, the unmerciful servant - *Mt 18:21-35.*
- Judgement, for example, the rich man and Lazarus – *Lk 16:19-31.*
- Love, for example, the Prodigal Son - *Lk 15:11-32.*

g. Events leading to the death of Jesus.

Teachers should provide opportunities for pupils to understand and develop their appreciation of the impact of the events for the followers of Jesus.

- Palm Sunday - *Mt 21:1-11.*
- The Last Supper - *Mt 26:20-30.*
- The arrest of Jesus - *Mt 26:47-56.*
- The trials before the Sanhedrin and Pilate - *Mt 26:57-67, 27:11-16.*
- Peter's denial - *Mt 27:11-16.*
- The road to Calvary - *Lk 23:26-31.*
- The crucifixion and death of Jesus - *Mt 27:27-61.*

h. Resurrection and Ascension of Jesus.

Teachers should provide opportunities for pupils to grasp the practical implications of these events for the early Church.

- The women at the tomb - *Mt 28:1-10.*
- Peter and John at the tomb - *Jn 20:1-9.*
- The road to Emmaus - *Lk 24:13-35.*
- Jesus appearing to the eleven - *Lk 24:36-49.*
- Commissioning of the eleven - *Mt 28:16-20.*
- The Ascension and second coming of Christ - *Acts 1:6-11.*
- The coming of the Holy Spirit – *Acts 2: 1-12*

LEARNING OUTCOMES 1: THE REVELATION OF GOD

The learning outcomes are non-statutory and are included as illustratory material for the guidance of teachers.

God and the Bible

Pupils should be able to:

- a. Demonstrate familiarity with the structure of the Bible, for example,
 - Produce a poster of a Bible bookcase, colour coding the different types of books.
 - Report on an interview with a Christian who was influenced by the Bible.
 - Using ICT produce charts showing the components of the Bible.

- b. Demonstrate an understanding of the central events in the formation of God's relationship with His people, for example,
 - Create a curriculum vitae for the character of Abraham.
 - Compose a letter of marriage proposal from Boaz to Ruth.
 - Study two commandments and assess their significance for today.

The Life of Jesus

Pupils should be able to:

- c. Demonstrate knowledge of the world and work of Jesus, for example,
 - In groups prepare a wall display about the world in which Jesus lived and give a presentation on this to the class.
 - Use travel brochures or web sites to find out about the Holy Land.

- d. Demonstrate an awareness Jesus' unconditional love for others, for example,
 - Imagine you were a person helped by Jesus. Tell your story.

- e. Demonstrate an understanding of Jesus' sovereignty shown by miraculous events, for example,
 - Dramatise one of the miracle stories of Jesus.

- f. Show an understanding of the relevance of Jesus' parables for today, for example,
 - Create a storyboard retelling a parable of Jesus.
 - Compose a modern day parable on the theme of forgiveness, love or judgement.

- g. Demonstrate knowledge of the events leading to the death and resurrection of Jesus, for example,
 - Produce a timeline recording the events of Holy Week.
 - Write and dramatise a scene from the passion of Jesus.

- Imagine you are Peter and explain how Jesus' resurrection has affected you.
- h. Give examples of the impact of Jesus' resurrection on his contemporaries and on Christians today, for example,
- Conduct an imaginary interview with a woman at the tomb.
 - Make a list of questions you would like to ask the disciples after their experience of Jesus' Ascension and the coming of the Holy Spirit.

KEY STAGE 3

LEARNING OBJECTIVE 2: THE CHRISTIAN CHURCH

Pupils should develop a knowledge, understanding and appreciation of the growth of Christianity, of its worship, prayer and religious language; a growing awareness of the meaning of belonging to a Christian tradition, and sensitivity towards the beliefs of others.

a. The early Church.

Through looking at some of the stories of the early Christian community, students should identify some of the characteristics of the early Church and reflect on their importance for Church growth and the life of Christians today.

Relevant text: Acts 2.

b. The Church through the ages.

Pupils should engage in a study of at least one key figure from three of the following periods, considering how his/her faith has impacted on his/her life and the life of others.

- The Celtic Church.
- The Reformation.
- Eighteenth/nineteenth century Christian Missionary outreach and social reformers.
- The Church in the twentieth century.
- The Church today - a contemporary Christian.

For example - *Patrick, Brigid, Columcille, Columbanus, Luther, Calvin, Cranmer, Wycliffe, Wesley, Wilberforce, Shaftesbury, Elizabeth Fry, Hudson Taylor, Mother Teresa, Dr Martin Luther King, Archbishop Romero, Pope John Paul 11, Jackie Pullinger, Francis of Assisi, Terese of Lisieux, Padre Pio, Father Damien, Maximillian Kolbe, Cecily Saunders, William Booth, Dietrich Bonhoeffer, Sally Trench, Matt Talbot, Frederick Ozanam. A personal story of a Christian today.*

In the case of the chosen key figures, it may be helpful to look at such areas as prayer and worship, decision making and lifestyle in relation to the teaching of Jesus and its relevance for today.

LEARNING OUTCOMES 2: THE CHRISTIAN CHURCH

These teaching and learning outcomes are non-statutory and are included as illustratory material for the guidance of teachers.

Pupils should be able to:

a. Understand how early Christians lived together in their times, for example:

- Imagine that they are members of the early Christian Church. Write a letter based on *Acts 2:42-47* describing their life.

- Design a poster depicting one aspect of the life and times of early Christians.
- b. Recognise and understand the response and sacrifice of an individual to God's call to Christian service, for example:
- Write a newspaper profile of Columcille or John Wycliffe using a relevant ICT package.
 - Dramatise how Patrick might have explained to his friends his decision to return to work in Ireland.
 - Compile a fact sheet on the life and influence of a twentieth century Christian. Pupils may research a relevant website or library resource.
 - Prepare, conduct and evaluate an interview with a local Christian.

KEY STAGE 3

LEARNING OBJECTIVE 3: MORALITY

Pupils should develop their ability to think and judge about morality, to relate Christian moral principles to personal and social life, and to identify values and attitudes that influence behaviour.

Teachers should provide opportunities for pupils to examine:

a. Issues of personal identity.

- Self image, physical and emotional well being.
- The concept of creation in the image of God.
- Human sexuality.
- Coping with the challenges of adolescence, for example: desire for independence, questioning of authority, peer pressure, frustration, anger, insecurity.
- The concept of right and wrong, the role of conscience.

- *Gen 1: 26, 31; Gen 2 and 3; Ex 20:1-17; Eph 6:1-4.*

b. Relationships, rights and responsibilities.

Consider how relationships, rights and responsibilities operate and pertain to at least three of the following:

- Family.
- Peers.
- People with special needs.
- Authority figures.
- Gender equality issues.
- Ethnic and religious groups.
- Minority groups.

- *Ruth 1:16-17, 2:2; 1 Samuel chapter 20; 1 Timothy chapter 5:1-2, 6: 1; Prov 31:10-31; Gal 3:28; Lk 7: 1-10, 10:29-37; Mt 9:1-8.*

c. Choices.

Consider how choices are made and influence the following:

- Career/work/unemployment.
- Use of leisure time.
- Money.
- Substance abuse.
- The environment.
- Prejudice, sectarianism and reconciliation.

- *2 Cor 3:10; Ex 20:8-11; 1 Timothy 6:10, 17-19; Mk 10:23-27; Mt 19:16-30; 1 Cor 6: 19; Gen 1:28-31.*

LEARNING OUTCOMES 3: MORALITY

The learning outcomes are non-statutory and are included as illustratory material for the guidance of teachers.

Pupils should be able to:

- a. Recognise and understand: the unique value of themselves and others, that adolescence is a time of change and challenge, how they make choices between right and wrong, for example:
 - Using ‘circle time’ describe a class friend making only positive statements
 - Make a mind map showing the advantages and challenges of adolescence.
 - Identify the influences that the media have on moral choices.
- b. Understand that they have rights and responsibilities in their relationships with others, for example:
 - Role-play a family-based conflict that is resolved by reconciliation.
 - Prepare a presentation showing how a minority group can be isolated from their local community.
 - Create a collage demonstrating the varying roles of women and men in society today.
- c. Demonstrate an understanding of the factors involved in making responsible life style choices, for example:
 - Investigate using case studies the factors which may influence a Christian in choosing a career.
 - Prepare a questionnaire to survey and analyse how young people use their leisure time.
 - Prepare a talk for your class on an individual or organisations working to promote reconciliation.
 - Draw up a list of ways in which the individual can care for the environment.
 - Prepare a class presentation on a community issue for the local council.

KEY STAGE 3

LEARNING OBJECTIVE 4: WORLD RELIGIONS

Pupils should be given an introduction to two world religions other than Christianity in order to develop knowledge of and sensitivity towards the religious beliefs, practices and lifestyles of people from other religions in Northern Ireland.

For each religion chosen teachers should provide opportunities for pupils to explore:

a. Origins.

- The beginnings of the religion.
- Key figures.

b. Beliefs.

- About God.
- About living daily life.

c. Sacred writings and symbols.

- The language of the writings.
- The main sacred writings.
- Symbols associated with the religion.

d. Worship and prayer.

- Places where prayer takes place.
- The leaders role in prayer and worship.
- The customs of prayer.
- The rituals of prayer.
- The special places of pilgrimage.

e. Feasts and festivals.

- The main festivals.

f. Family life.

- The dietary laws and their rationale.
- The customs in relation to dress.

g. Ceremonies: birth to death.

- Birth.
- Coming of age.
- Marriage.
- Death.

POSSIBLE LEARNING OUTCOMES 4: WORLD RELIGIONS

The learning outcomes are non-statutory and are included as illustratory material for the guidance of teachers.

a. Origins.

Demonstrate knowledge of the origins of the religion, for example:

- Produce a time line tracing the historical development of the religion.
- Design a story board to illustrate the life of a key figure of the religion.

b. Beliefs.

Summarise the main beliefs of the religion, for example:

- Prepare a series of questions about the teachings of the religion for an invited guest speaker.
- Using ICT compile a fact sheet about the main beliefs of the religion.
- Identify some ways in which a young Christian from Northern Ireland could unwittingly give offence to a person from another world religion.

c. Sacred writings and symbols.

Demonstrate familiarity with the key sacred writings and symbols, for example:

- Use the internet to find some examples of specific teachings in the sacred texts of the religion, for example, love, compassion, life after death.
- Produce a brochure which illustrates and explains the main symbol or symbols of the religion.

d. Worship and prayer.

Appreciate the importance of worship and prayer in the religion, for example:

- Draw and label a floor plan of a place of worship explaining the significance of the main features.
- Locate on a globe or map the places associated with pilgrimage and explain their significance.

e. Feasts and festivals.

Demonstrate a knowledge and understanding of some of the main feasts and festivals, for example:

- Use ICT skills to produce a presentation on some of the main religious festivals.
- Organise a class quiz about the feasts and festivals of the chosen religion.

f. Family life.

Explore how religion impinges on family life, for example:

- Use internet or other resources to investigate how religious belief impacts on family life.
- Produce a wall display on key aspects of diet and dress in the religion, if appropriate.

g. Ceremonies: birth to death.

Understand the importance of key religious ceremonies associated with the life Cycle, for example:

- Write a letter from a pen pal who belongs to the religion studied describing a religious ceremony or festival that he/she had recently celebrated.
- Produce a life cycle chart showing main ceremonies affecting a person from birth to death, if appropriate.

KEY STAGE 4

LEARNING OBJECTIVE 1: THE REVELATION OF GOD

Pupils should develop an awareness, knowledge, understanding and appreciation of the key Christian teachings about God (Father, Son and Holy Spirit), about Jesus Christ and about the Bible; and develop an ability to interpret and relate the Bible to life.

Scripture references are given as a guide to teachers and where references are given to one of the Gospels, parallel passages from other Gospels may be used.

a. The person and ministry of Jesus.

i. His identity.

Teachers should provide opportunities for pupils to become aware of who Jesus was and is, through a study of key events relating to his titles as Christ/Messiah, Son of David, Saviour, Son of God and Son of Man.

- Birth - *Mt 1:18-25, 2:1-12; Lk 1:26-56, 2:1-20.*
- Baptism and temptation - *Mt 3:1-17, 4:1-1.*
- Transfiguration - *Mt 17:1-13.*
- Request of James and John - *Mk 10:35-45.*
- Peter's declaration of faith - *Mt 16:13-20.*

ii. His teaching.

Teachers should provide opportunities for pupils to explore some of Jesus' teaching about the Kingdom of God and its implications for living today.

- Discipleship - *Mt 8:18-22, 10:1,9-14, 16:24-28, 8:18-22.*
- Prayer - *Mt 6:5-15, 9:14-29.*
- Forgiveness - *Mt 5:38-48, 18:21-35.*
- Wealth and poverty - *Mt 6:1-4, 19-21, 24-34.*
- Humility and ambition - *Mt 18:1-5.*
- Life after death - *Mt 25:1-13, 41-46.*

iii. His deeds.

Teachers should provide opportunities for pupils to explore the relevance of Jesus' treatment of marginalized groups and the consequent challenge for society today.

- Religious leaders - *Mt 23:1-12, 23-28.*
- Women - *Mt 15:21-28; Mk 14:3-9; Jn 8:1-11.*
- The poor - *Lk 14:12-24; Mk 10:17-31, 12:41-44.*
- Sinners - *Mk 2:15-17.*
- Social outcasts - *Lk 10:25-37; Jn 4:1-26.*

iv. His death.

Teachers should provide opportunities for pupils to reflect on the significance of Jesus' suffering and death for Christians today.

- The Last Supper - *Mt 26:17-30.*
- Jesus' arrest - *Mt 26:47-56, 26:57-67; Mk 14:43-50, 53-65; Lk 22:54-55, 63-71.*
- Jesus' trials - *Mt 27:1-2, 11-26, 26:57-67.*
- Jesus' death on the cross - *Mt 27:32-56.*
- The Empty Tomb - *Mk 16:1-8; 28:1-8; Lk 24:1-12.*

v. His Resurrection.

Teachers should provide opportunities for pupils to grasp the centrality of the resurrection and ascension for the Christian faith.

- A resurrection appearance - *Jn 20:19-29.*
- Commission to the disciples - *Mk 16:14-18, 28:18-20.*

b. The person and ministry of the Holy Spirit

The Holy Spirit

- Jesus' promise of the Holy Spirit - *Lk 24:49; Jn 16:12-15.*
- The coming of the Holy Spirit - *Acts 2:1-12.*

LEARNING OUTCOMES 1: THE REVELATION OF GOD

These learning outcomes are non-statutory and are included as illustratory material for the guidance of teachers.

a. The person and ministry of Jesus

Pupils should be able to:

- Demonstrate an understanding of the identity of Jesus through examination of key events in his life, for example:
 - Design a Christmas card showing the true meaning of Christmas.
 - Write an eyewitness report for one incident when Jesus' identity was revealed. State how the event may have affected the eyewitness.
 - Prepare a PowerPoint presentation on the meaning of the titles given to Jesus.
 - Produce a mnemonic of the word Christmas using only biblical facts about the birth of Jesus.
- Demonstrate a knowledge and understanding of the teachings of Jesus and their implications for today, for example:
 - Report an interview with Simon, Andrew, James and John after they left everything to follow Jesus.
 - Investigate and give a presentation about someone from today's world who shows qualities of discipleship.
 - Create an illuminated manuscript of the Lord's Prayer/Our Father.
 - Write a prayer which the widow at the Temple may have said as she placed her coins in the offering.
 - Design a whole class display illustrating the message of the parable of the sheep and the goats.

- iii. Show an understanding of how Jesus treated others and the challenge for Christians today, for example:
 - Dramatise an incident in which Jesus forgave a sinner and encouraged him/her to change his/her life.
 - Produce a promotional pamphlet for a Christian organisation which puts into practice Jesus' teaching about marginalized people.
 - iv. Show understanding of the significance of the death of Jesus, for example:
 - Produce a diary for Judas during the last week of Jesus' life.
 - Have a balloon debate between Pilate, Judas, Peter, Caiaphas and Herod about who was the least to blame in the final events of Jesus life.
 - v. Understand the centrality of the resurrection to the Christian faith, for example:
 - Explain why Christians believe that the Resurrection offers hope.
- b. The person and ministry of the Holy Spirit

Show an understanding of the significance of the Pentecost event, for example:

- Compose a newspaper article on the events of Pentecost.
- Design a stained glass window showing symbols of the Holy Spirit.

KEY STAGE 4

LEARNING OBJECTIVE 2: THE CHRISTIAN CHURCH

Pupils should develop a knowledge, understanding and appreciation of the growth of Christianity, of its worship, prayer and religious language; a growing awareness of the meaning of belonging to a Christian tradition, and sensitivity towards the beliefs of others.

Pupils should study the following topics from the Roman Catholic tradition and at least one Protestant tradition.

Christian practice and worship in the world today.

The Christian Church has developed a rich tradition of ritual and spiritual expression over the centuries. Young people should be introduced to an overview of some of the more important celebrations which have shaped our Christian culture. Teachers should provide opportunities for pupils to investigate:

- a. The Church calendar: *Advent, Christmas, Lent, Holy Week, Easter Day, Ascension, Pentecost and Harvest.*
- b. Church buildings and symbolism: *architecture, baptistry/font, ambo/lectern/pulpit, communion table/altar, symbols.*
- c. Styles of worship and participation: *order of service, scriptures, prayer, praise.*
- d. Sacraments, ordinances, practices, and significance for Christian life; for example, *Church teaching on baptism and Communion.*
- e. Church and Community; for example, *outreach and social responsibility.*

LEARNING OUTCOMES 2: THE CHRISTIAN CHURCH

These teaching and learning outcomes are non-statutory and are included as illustratory material for the guidance of teachers.

Christian practice and worship in today's world.

Pupils should be able to:

- a. Demonstrate an understanding of the meaning and significance of the important Christian festivals, for example:
 - Design a calendar illustrating the cycle of the church year.
 - Complete a project on the various ways that church festivals are celebrated.
 - Design a game which will help children learn about key Christian festivals.

b. Show understanding of church design and symbolism for the Christian community, for example:

- Prepare a PowerPoint presentation of a local church trail, highlighting similarities and differences of design, furnishings and symbols. (Use a digital camera if possible).
- Summarise the most important similarities and differences of design and symbolism in two church traditions using a CD ROM / website in the research.

c. Demonstrate an understanding of the different styles and elements used in worship today, for example:

- Investigate a variety of Christian services of worship and plan a service suitable for young people on a theme of their choice.

d. Describe the main features of a selected sacrament or ordinance in two traditions, for example:

- Write a report on a baptismal ceremony.
- Design a leaflet for year 7 pupils explaining the importance of Eucharist/Communion.

e. Demonstrate how an appreciation of how the Church follows the command of Jesus to be salt and light to the world today, for example:

- Complete a project on a relief or charitable organisation, for example, Christian Aid, Tear Fund, Trócaire.
- Make a bar chart of class contributions to your school's Lenten campaign.
- Make a collage of the work of a missionary or a missionary society and prepare a brief explanation of it.
- Design a church newsletter including an article explaining the need for a Christian response at a time of natural disaster or personal suffering.

KEY STAGE 4

LEARNING OBJECTIVE 3: MORALITY

Pupils should develop their ability to think and judge about morality, to relate Christian moral principles to personal and social life, and to identify values and attitudes that influence behaviour.

Pupils should study section a. together with at least six topics from section b.

a. Personal and family issues.

Teachers should provide opportunities for pupils to examine the values and attitudes underlying Christian teaching on:

- Love.
- Marriage.
- Preparation for marriage.
- Parenting.
- Inter- church and inter-faith marriages.
- Marital breakdown.
- Single life.
- Sexual relationships.

- *Jn 13:14; I Cor 13:4-8; Eph 5:21-33, 6:1-4; Lev 18:22; I Cor 6:9; Ex 20:12, 14; Mk 10:1-9; Mt 5:27-32; Gen 2:24; 1 Cor:7; Col 3:20-21.*

b. Life and global issues

Teachers should provide opportunities for pupils to examine the values and attitudes underlying Christian teaching in relation to:

- Reproductive issues, for example: fertility/infertility, IVF, surrogacy, human cloning.
- Abortion.
- Euthanasia and suicide.
- Addictions.
- Crime and punishment (murder and violence).
- Racism, sexism, sectarianism.
- Human rights and responsibilities.
- Wealth and poverty.
- Environment (issues of stewardship and animal welfare).
- War and peace (nuclear threat, arms trade, holy war and just war).
- Refugees.
- AIDS.

- *Gen 1:27-29; Ps 139; Jer 1:5; Lk 1:41; 1 Cor 6:19; Rom 13:1-5; Mt 5:21-26; Jn 8:1-11; Gal 3:28-29; Acts 10:34., 2:15; Ex 23:10-11; Mt 6:25-34; Prov 12:10; Mt 8:1-4; Ps 113:5-9; Mt 25:31-46; Lk 4:16-21; Mt 19:16-24; Mic 4:3-4; Ex 20:13; Mt 5:43-45.*

LEARNING OUTCOMES 3: MORALITY

The learning outcomes are non-statutory and are included as illustratory material for the guidance of teachers.

a. Personal and family issues.

Pupils should be able to:

- i. Understand the different usages of the term ‘love’, for example:
 - Define and give examples of the different types of love.
 - Tabulate the meanings of ‘love’ as described in selected songs.
 - Identify and explain the characteristics of love in 1 Corinthians chapter 13 in a PowerPoint presentation.
- ii. Demonstrate a knowledge and understanding of the Christian view of marriage and the marriage ceremony, for example:
 - Prepare a leaflet giving reasons for and details of a marriage preparation course.
 - Explain how the vows in the marriage ceremony are linked to biblical teaching.
 - Describe the roles of husband and wife as found in *Gen 2:18-24* and *Eph 5: 21-33*.
 - Discuss some of the issues which might be considered in an inter-faith marriage.
 - Use statistical evidence to evaluate marriage trends over the past fifty years.
- iii. Recognise and demonstrate how biblical and Church teaching promote basic family values, for example:
 - Record what parents do for their children from infancy to adulthood.
 - Discuss what the commandment ‘honour your father and your mother’ meant to people in Jesus’ day, and what it means to Christians today in the twenty-first century.

b. Life and global issues.

Pupils should be able to:

- i. Demonstrate an understanding of Christian teaching about the sanctity of life, for example:
 - Prepare questions for a guest speaker from: the Samaritans, SPUC, LIFE, CURA.
 - In groups investigate and evaluate the alternatives to euthanasia, for example, hospice movement, agencies caring for the elderly, the family.
 - Evaluate the work done by an individual or organisation to combat murder/violence in our society.
 - Draw a ‘mind map’ on the subject of abortion.
- ii. Understand how and why prejudice occurs in society, for example:
 - Collect newspaper articles on racism and evaluate them in the light of Christian teaching.
 - Design a poster to combat an aspect of sectarianism.

Pupils should be able to:

- iii. Understand the interrelationships of human rights and responsibilities, for example:
 - Draw up a charter outlining the rights and responsibilities of citizens.
 - Design a class questionnaire and summarise/evaluate the results on attitudes to war.
 - Research and write up a project on the treatment of people who suffer from AIDS in a country of your choice.
- iv. Demonstrate how the concept of stewardship impacts on life in the twenty-first century, for example:
 - Prepare and participate in a class debate on whether animals/humans should be used for experimentation.
 - Using Web Sites research the work of a charity fighting to combat poverty.
 - Prepare and present a school assembly on the theme of stewardship.
 - Devise a plan to improve the school environment.