

Religious Education within the Northern Ireland Curriculum

The statutory requirements are set out in the Core Syllabus for Religious Education. These are outlined in **Bold** in the **Knowledge, Understanding and Skills** column. This diagram aligns aspects of the core syllabus with the statutory requirements of the curriculum. All four learning objectives of the Core Syllabus can relate to a number of **Key Elements**. The illustrations offered in the objective columns aim to relate this strand to Learning for Life and Work contexts. All examples are in italics.

(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society	(Objective 3) Developing pupils as Contributors to the Economy and the Environment
<p>Developing pupils' Knowledge, Understanding and Skills</p> <p>Pupils should have opportunities, through the contexts opposite, to develop:</p> <p>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; develop an ability to interpret and relate the Bible to life;</p> <p>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;</p> <p>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;</p> <p>a knowledge of two world religions other than Christianity and sensitivity towards the religious beliefs, practices and lifestyles of their followers in Northern Ireland.</p> <p>They should also have the opportunities to develop and practise the following skills:</p> <ul style="list-style-type: none"> investigate, explain and evaluate the impact of religious beliefs and teachings on individuals, communities and society; analyse, interpret, evaluate and present information from a range of sources, texts and authorities; develop critical and creative thinking in their approach to solving problems and making decisions; be able to discuss, evaluate and empathise with how religious beliefs and teachings can inform answers to questions about the meaning and purpose of life as well as moral and ethical issues; reflect on and evaluate their own and others' thoughts, feelings, experiences and beliefs on religious, spiritual and moral issues, using reasoned and balanced arguments, and consider how these might be applied to their lifestyle. 	<p>Pupils should have opportunities to:</p> <p>Investigate how choices can be influenced by prejudice and sectarianism and ways in which reconciliation can be achieved through dialogue, outreach and action, for example, <i>Jesus and his relationship with others; the churches' role in peace and reconciliation in N. Ireland or S. Africa; religious response to social justice issues in today's world.</i></p> <p>Explore how the religious beliefs, practices and lifestyles of people of world faiths, other than Christianity, have influenced the development of various cultural traditions (in N. Ireland), for example, <i>positive valuing of festivals and traditions from various cultures and religions.</i></p> <p>(Key Element: Cultural Understanding)</p> <p>Investigate, evaluate and critique the power of the media to inform, influence and persuade in dealing with religious events and issues, for example, <i>violence in society; social and global justice; human sexuality; religious tolerance.</i></p> <p>(Key Element: Media Awareness)</p> <p>Investigate how an individual Christian or the church has responded to an ethical issue and evaluate the impact of this contribution on the life of others, for example, <i>impact of medical advances on human choices and behaviour (plastic surgery in relation to self identity, substance abuse).</i></p> <p>Investigate how different religions have responded to an ethical issue, for example, <i>respect for life.</i></p> <p>(Key Element: Ethical Awareness)</p>	<p>Pupils should have opportunities to:</p> <p>Consider the important role of skills, attitudes, dispositions and ethical values in the work place, for example, <i>working within religious and ethical guidelines in work.</i></p> <p>(Key Element: Employability)</p> <p>Consider how their consumer choices have an effect on the economic stability of others, for example, <i>the development of fair trade consumer goods.</i></p> <p>Explore the role of charities in modern society, for example, <i>how one charity contributes to the economic development of people locally or globally.</i></p> <p>(Key Element: Economic Awareness)</p> <p>Explore why those with a religious faith believe they have responsibility, as stewards, to take care of the world and people within it.</p> <p>Explain how they might put these beliefs about stewardship into practice today, for example, <i>activities in which people participate that develop a responsible attitude towards the environment; religious response to human development issues; the creation of a fair and equitable world.</i></p> <p>(Key Element: Education for Sustainable Development)</p>
<p>Learning Outcomes:</p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of Religious Education and its impact on life today.</p> <p>Pupils should be able to:</p>	<ul style="list-style-type: none"> research and manage information effectively to investigate religious, moral and ethical issues, including Using Mathematics and Using ICT where appropriate; show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate; demonstrate creativity, and initiative when developing ideas and following them through; work effectively with others; demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance; communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose. 	

NB: Teachers may develop activities that combine many of the statutory requirements, provided that, across the key stage, all of the statutory aspects highlighted in **BOLD** (including each of the Key Elements) are met.