

Religious Education Core Syllabus in the Classroom

The purpose of this guidance is to help you plan RE activities within the classroom at Key Stage 3 using the Core Syllabus as a guideline for content. The structure includes links with the generic learning outcomes of the Northern Ireland Curriculum (see [Religious Education within the Northern Ireland Curriculum](#)) along with suggested concepts, questions and activities that may be used or adapted to suit the context in which the content is to be delivered.

Each Learning Objective has been exemplified in one content area:

Learning Objective 1: The Revelation of God

- God and the Bible
 - God's relationship with his chosen people

Learning Objective 2: The Christian Church

- The Early Church

Learning Objective 3: Morality

- Choices

Learning Objective 4: World Religions

- Ceremonies: birth to death

The content area has been linked with the most appropriate learning outcomes from the Northern Ireland Curriculum. These are:

- research and manage information effectively to investigate religious, moral and ethical issues, including Using Mathematics and Using ICT where appropriate;
- show a 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.

These learning outcomes are based on the Skills and Capabilities that are central to the curriculum and provide teachers with the opportunity to develop activities that promote Cross-Curricular Skills and Thinking Skills and Personal Capabilities in the classroom. You may also wish to develop your own links in the other content areas ensuring that each of the learning outcomes have been developed across the key stage.

The use of key concepts and key questions relate the content within the learning objectives to life in the 21st century. One major question that people often ask about Religious Education is how is it relevant for today's society? It is important that pupils can relate to and learn from basic principles in religion. By using key concepts and key questions, you can relate the

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content of the core syllabus to important issues for young people in today's society. For example:

- the role of rules and regulations can be used to develop a deeper understanding of the Ten Commandments and their relevance for society today.

The suggested activities promote active learning within the classroom and will help to develop skills highlighted in the learning outcomes. They can be adapted to suit your own classroom environment and pupils. This is not an exhaustive list of activities and they are only suggestions that you may wish to include in your planning when looking at the specific content. A number of the activities have been taken from "Active Learning and Teaching Methods at Key Stage 3". This book is in schools and can be downloaded from the curriculum website: www.nicurriculum.org.uk.

LEARNING OBJECTIVE 1: THE REVELATION OF GOD (Core Syllabus)

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.

<p>God and the Bible 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:</p> <ul style="list-style-type: none"> • Abraham – <i>Genesis chapters 15, 16 and 22.</i> • Moses: Passover, the Sinai Covenant and Ten Commandments – <i>Ex 6:2-8, Ex chapters 11 and 12, Ex 20:1-21, Ex 34:1-28.</i> • Ruth - <i>Ruth 1-4.</i> 	<p>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 a deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate.
<p style="text-align: center;">Suggested Key Concept/Questions – Abraham</p> <p>Relationship:</p> <ul style="list-style-type: none"> • that God had with Abraham; • testing of the relationship; • how peoples’ faith (in God and others) may be tested in today’s society. <p>Questions: What can the story of Abraham tell us today about:</p> <ul style="list-style-type: none"> • faith/trust? • God? • Abraham? <p>How can faith in God be tested in today’s society? How can we put relationships to the test?</p>	<p style="text-align: right;">by</p> <p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none"> • <i>explore God’s relationship with his people through biblical stories;</i> • <i>consider how biblical stories have relevance today;</i> • <i>evaluate the importance of relationships with God and others.</i> <p>through the following:</p> <p style="text-align: center;">Suggested Activities</p> <p>From ‘Active Learning and Teaching Methods for Key Stage 3’:</p> <ul style="list-style-type: none"> • assess prior learning, gaps that may exist in knowledge, structure progress and analyse new information. <i>e.g. know – want to know – learned (page 44).</i> Introductory and end activity to topic; • encourage discussion and empathy with characters in the story. <i>e.g. hot seating (page 36).</i> Abraham/Isaac/Sarah/Hagar/Ishmael; • consider consequences of decisions made within the story <i>e.g. consequence wheel (page 17).</i> What options did Abraham have when God asked him to sacrifice Isaac? What would be the outcomes of the different actions? • think about all the relevant factors when making a decision <i>e.g. consider all factors (page 9).</i> What did Abraham have to consider when leaving Ur? <p>Examine how faith in God may be tested today:</p> <ul style="list-style-type: none"> • conduct an interview with local religious leader with specific reference to faith; • write a personal definition of faith.

<p style="text-align: center;">Suggested Key Concepts/Questions – Moses</p> <p>Rules for living:</p> <ul style="list-style-type: none"> • importance of the Ten Commandments for the people of Israel; • role of the Ten Commandments in today’s society; <p>Questions: Why did God give Moses the Ten Commandments? Do the Ten Commandments have meaning for today’s society? Why is it important to have rules in society?</p>	<p style="text-align: center;">Suggested Activities</p> <p>From ‘Active Learning and Teaching Methods for Key Stage 3’:</p> <ul style="list-style-type: none"> • assess the background to the giving of the Ten Commandments. <i>e.g. each one/teach one (page 25)</i>; • encourage pupils to focus on the detail of the information. <i>e.g. memory game (page 46)</i>; • assess the importance of the commandments for society today. <i>e.g. collage (page 14)</i> newspapers/articles relating to one or two of the commandments; • prioritising the commandments. <i>e.g. priority pyramid (page 59) or card ranking (page 11)</i>. Are some more important than others? <p>Relevance of the Ten Commandments for today’s society:</p> <ul style="list-style-type: none"> • develop a line of argument. Why is a certain commandment important today and justify opinion. Group debate – each given a commandment to defend; • explore the idea that the commandments need to be revised for today’s society. What would you change/keep the same? Balloon debate. Pupils to justify choices.
<p style="text-align: center;">Suggested Key Concepts/Questions - Ruth</p> <p>Relationships:</p> <ul style="list-style-type: none"> • that God had with the people of Israel and others; • between the main characters in the story; • place of people in foreign lands; <p>Questions: What can the story of Ruth tell us today about:</p> <ul style="list-style-type: none"> • family relationships? • role of ethnic minorities in society? <p>Why is this story included in the Bible?</p>	<p style="text-align: center;">Suggested Activities</p> <p>From ‘Active Learning and Teaching Methods for Key Stage 3’:</p> <ul style="list-style-type: none"> • select and present information from the story. <i>e.g. just a minute (page 43)</i>. Tell the story in one minute from a particular point of view; • Encourage pupils to develop their responses to an issue. <i>e.g. snowballing (page 63)</i> could be used in discussing role of ethnic minorities in today’s society; • develop pupils ability to see other points of view in story. <i>e.g. other peoples views (page 55)</i> could be used for Ruth, Naomi or Boaz to see the story from their side. Could also be used in a discussion on minority groups in society today. <p>Relevance of the story for today’s society:</p> <ul style="list-style-type: none"> • explore the role of extended family in the story (who’s who); • compare the role of family in today’s society with the role of family in the story of Ruth; • investigate the role that ethnic minorities play in society today (through work, culture, religion).

LEARNING OBJECTIVE 2 – THE CHRISTIAN CHURCH (core syllabus)

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 belief of others.

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.

<p>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. <i>Acts 2</i></p>	<p>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"> • demonstrate creativity and initiative when developing ideas and following them through; • work effectively with others. <p style="text-align: right;">by</p> <p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none"> • <i>assess the qualities of leadership through the story of Acts of the Apostles;</i> • <i>compare issues facing the Early Church with issues facing the Church today;</i> • <i>analyse what can be learnt from stories about the Early Church.</i> <p>through the following:</p>
<p style="text-align: center;">Suggested Key Concept/Questions – Early Church</p> <p>Leadership:</p> <ul style="list-style-type: none"> • in the Early Church/Church today; • qualities needed for leaders/in leadership; • role of God in the issue of leadership; • care for members of Church. <p>Questions: What role/qualities did/do leaders of the Church have? How was/is the Church structured? What responsibility was given to members? How did/do leaders respond to the issues/threats that they faced?</p>	<p style="text-align: center;">Suggested Activities</p> <p>From ‘Active Learning and Teaching Methods for Key Stage 3’:</p> <ul style="list-style-type: none"> • allow pupils to structure their thoughts and respond to each other. <i>e.g. Carousel (page 12)</i>. As an introductory activity to topic pose question – What are the important qualities for a leader to have? Could profile Early Church leader such as Peter. Did he have the qualities that were expected? What does that tell us about the Church? • use a variety of drama techniques to explore the key events <i>e.g. drama techniques (page 24) – forum theatre, vox pop</i>. A variety of key stories could be told through group work – focus is the role of leaders. Enactments could lead to a discussion on how the leadership in the Early Church developed and the opportunities and threats that it faced and how they responded; • develop pupils ability to make connections. <i>e.g. Mind Map (page 48)</i> could be used throughout being added to as information is received and processed by pupils. Focus on Issues faced by the leaders of the Early Church and issues faced by the leaders of the Church today. <p>Relevance of the events in the Early Church for people of faith today:</p> <ul style="list-style-type: none"> • explore the role of Church in social responsibility – today and in the past and how the leaders responded; • explore how Early Church dealt with issues/threats compared to Church today. What could leaders learn from the way the Early Church dealt with issues/threats; • profile a Church Leader today – how do they reflect the attitude of the leaders in the Early Church.

Learning Objective 3 – MORALITY (Core Syllabus)

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.

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.

<p>c. Choices; Teachers should provide opportunities for pupils to examine:</p> <ul style="list-style-type: none"> • career/work/unemployment; • use of leisure time; • money; • substance abuse; • the environment; • prejudice, sectarianism and reconciliation. <p>2 Corinthians 3:10; Exodus 20:8-11; Timothy 6:10 and 17-19; Mark 10:23-27; Matthew 19:16-30; 1 Corinthians 6:19; Genesis 1:28-31.</p>	<p>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; • demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance. <p style="text-align: right;">by</p> <p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none"> • <i>appreciate what influences the choices we make in life;</i> • <i>assess the role of religious faith in the choices that people make;</i> • <i>analyse how choices made can effect others.</i>
<p style="text-align: center;">Suggested Key Concept/Questions – Choices</p> <p>Work and Leisure:</p> <ul style="list-style-type: none"> • use of money/time; • care for unemployed; • vocation; • ethical values in work place. <p>Questions: What are the main influences on the choices we make about:</p> <ul style="list-style-type: none"> • work/careers? • leisure time? • money? <p>How can religious faith influence out choices:</p> <ul style="list-style-type: none"> • of career? • the use of leisure time? • spending money? <p>What values do we bring to the work place/leisure pursuits?</p>	<p>through the following:</p> <p style="text-align: center;">Suggested Activities</p> <p>From ‘Active Learning and Teaching Methods for Key Stage 3’:</p> <ul style="list-style-type: none"> • prioritise ideas and information and discuss justification for their choices. <i>e.g. card ranking (page 11)</i>. What are the most important factors when choosing a leisure pursuit or career? • encourage pupils to seek connections and links between statements and facts. <i>e.g. clustering (page 13)</i>. This could be used to help pupils understand what religions say about work/leisure and/or the use of money. • encourage pupils to select and present key information from researched material. <i>e.g. just a minute (page 43)</i>. Pupils could select a career to find out about and talk to the class for one minute about this career. Pupils could evaluate their performance – what could they improve and how? <p>Examine how faith influences the choices that people make in life:</p> <ul style="list-style-type: none"> • Interview a local person about their job to see what prompted them to get involved in the profession – e.g. – minister/priest/imman, doctor, youth worker etc; • Research what a religious faith says about work/leisure and the use of money. E.g. non-violence in Buddhism. How would that have an effect on the job that someone would want to do. The Biblical passages about employer and employers and how this would help someone in their daily working life and leisure time (what they would and would not do).

Suggested Key Concept/Questions – Choices	Suggested Activities
<p data-bbox="168 272 369 296">The Environment:</p> <ul data-bbox="168 296 593 416" style="list-style-type: none">• stewardship and human responsibility;• damage caused and solutions;• personal responsibility;• care for others in world. <p data-bbox="168 443 291 467">Questions:</p> <p data-bbox="168 467 750 491">Do we have a responsibility to look after the environment?</p> <p data-bbox="168 491 840 515">What do religions teach about caring for the environment and others?</p> <p data-bbox="168 515 795 539">What can individuals do to care for the environment and others?</p>	<p data-bbox="918 272 1579 296">From ‘Active Learning and Teaching Methods for Key Stage 3’:</p> <ul data-bbox="918 296 2056 523" style="list-style-type: none">• reflect and communicate thoughts, ideas and feelings. <i>e.g. Art Spiral (page 7)</i>. This activity could be used as an introduction to the issue – What are humans doing to the environment?• reflect and justify whether something said or written is fact or opinion. <i>e.g. Fact or Opinion (page 26)</i>. This activity could be used to help pupils judge whether statements about the environment are fact (based on evidence) or opinion (value laden);• generate possible ideas and options around the issue. <i>e.g. Ideas Funnel (page 38)</i>. This activity could be used to allow pupils time to generate ideas around their personal response to the environment. What can they do as individuals/a class/a school etc? <p data-bbox="918 550 1780 574">Examine how religious faith can effect someone’s attitude towards environmental issues:</p> <ul data-bbox="918 574 2056 638" style="list-style-type: none">• Explore how different faiths have reacted to environmental issues and how their teachings inspire a sense of responsibility towards others and the environment. <p data-bbox="918 662 1108 686">Personal response:</p> <ul data-bbox="918 686 1926 710" style="list-style-type: none">• Set personal goals in an environmental issue. Log successes and failures over a short period of time.

Learning Objective 4 – WORLD RELIGIONS (Core Syllabus)

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.

<p>g. Ceremonies: birth – death.</p> <ul style="list-style-type: none"> • birth; • coming of age; • marriage; • death. 	<p>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"> • communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose; <p style="text-align: right;">by</p>
<ul style="list-style-type: none"> • Exemplar guidance: Core Syllabus for Religious Education <p style="text-align: center;">Suggested Key Concept/Questions – Ceremonies</p> <p>Life’s Journey:</p> <ul style="list-style-type: none"> • importance of ritual in life; • relationship with God and others in life; • death and after life. <p>Questions: What are the important milestones in life? Why do religions celebrate these milestones? How can ceremonies demonstrate religious beliefs? What happens when we die?</p>	<p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none"> • <i>explore the role of milestones in religion through rites of passage;</i> • <i>evaluate the various beliefs that religious faith have about life after death;</i> • <i>assess the significance of ritual in religion.</i> <p>through the following:</p> <p style="text-align: center;">Suggested Activities</p> <p>From ‘Active Learning and Teaching Methods for Key Stage 3’:</p> <ul style="list-style-type: none"> • reflect and share thinking with others. <i>e.g. Think, Pair and Share (page 70).</i> Introductory activity to topic. What are the important milestones in life and why are they important? • promote team work, communication and concentration. <i>e.g. Memory Game (page 46).</i> This strategy could be used to relay information about a ceremony in a particular religion; • examine all sides of a topic. <i>e.g. PMI (plus – minus – interesting) (page 57).</i> This strategy could be used when considering beliefs about life after death in a religious faith. <p>Explore the role that religion plays in people’s lives:</p> <ul style="list-style-type: none"> • Use ICT to produce and present information on the key ceremonies from a world faith; • Interview a member of a particular religious community about the importance of ceremonies at various points in life; • Compare the ceremonies of two/three religions looking at commonalities and distinctive features.