At Junior Certificate level the student can:

1. Christianity
   Summarise the history, sources, beliefs and customs of Christianity

2. Major World Religions
   Summarise the background, sources and customs of a major world religion other than Christianity

3. Faith and Community
   Describe ways in which religious faith influences society, giving examples from different communities

4. Celebration
   Describe rituals which people use to celebrate religious faith

5. Morality
   Understand morality and the process and consequences of making a moral decision.

6. Communities of Faith
   Have a knowledge and an understanding of community and communities of faith

7. Christianity 2
   Explore the context into which Jesus was born and understand the significance of his life, death and resurrection for his followers

8. Major World Religions
   Explore in detail a major world religion (Buddhism, Hinduism, Islam and Judaism) and examine the impact that it had on its followers, other individuals and communities

9. The Question of Faith
   Explore how asking questions and searching for answers find expression in religious belief and traditions

10. Celebrations 2
    Describe how worship and ritual can help people celebrate religious faith

11. Morality 2
    Understand the meaning and implication of a moral vision

Work begun | Work in progress | Work completed
At Junior Certificate level the student can:

Summarise the history, sources, beliefs and customs of Christianity

Learning Targets - This has been demonstrated by your ability to:

1. Describe life in Palestine during the lifetime of Jesus
2. Recount major events in the life of Jesus
3. Name the members of Jesus’ family and four of his friends
4. Tell some parables and miracles
5. Name the sacred texts from which these stories come
6. List the main Christian festivals and celebrations during the year
7. Describe the customs that celebrate these special days or times
8. Explain why these celebrations are important
9. Learn about the Creed
10. Recite or sing the most common Christian prayers and hymns
11. Have a knowledge of the various Christian traditions
12. Identify the similarities and differences between the various Christian traditions

Refer also to: History, Geography, Civic Social and Political Education, English, Music, Art

Work begun ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐
At Junior Certificate level the student can:

**Summarise the background, sources and customs of a major world religion other than Christianity**

**Learning Targets** - This has been demonstrated by your ability to:

1. With regard to one religion other than Christianity name the founder(s) of the religion and tell of his/her background  
2. On a map of the world show where members of the religion(s) live  
3. Draw the main sign or symbol of the religion  
4. Tell the story of the founding of the religion  
5. Name the sacred texts of the religion  
6. Tell one story of the religion  
7. Name one of its major festivals  
8. Explain what this festival celebrates  
9. State what it says about God  
10. Show how this religion affects ordinary people in their daily life

Refer also to: English, History, Civic Social and Political Education, Home Economics, Music, Geography, Art, Drama

Work begun ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐
At Junior Certificate level the student can:

Describe ways in which religious faith influences society, giving examples from different communities

**Learning Targets** - This has been demonstrated by your ability to:

1. Name some groups, both religious and non-religious, which are active in your local area
2. State what is meant by the word community
3. Be aware of your local parish
4. Describe some of the work done by one well-known local, national or international group
5. Identify qualities that make a good leader
6. Name three well-known Irish leaders and three international leaders
7. Tell the story of the life and work of one leader
8. Describe your own image of God
9. Name the factors that influence the religious beliefs of young people
10. Describe how people of different religions in Ireland can work together

Refer also to: Environmental and Social Studies, Geography, Science, English, Civic Social and Political Education, Business Studies, Computers, Art
At Junior Certificate level the student can:

**Describe rituals which people use to celebrate religious faith**

### Learning Targets - This has been demonstrated by your ability to:

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Complete?</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>List the essential elements of celebration</td>
<td></td>
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<tr>
<td>2</td>
<td>Name some places in Ireland that are important to people of different religions</td>
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<tr>
<td>3</td>
<td>Explain why these places are important</td>
<td></td>
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<tr>
<td>4</td>
<td>Describe the actions, signs and symbols used by people at worship</td>
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<tr>
<td>5</td>
<td>Draw some of the common religious and non-religious signs or symbols used</td>
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<tr>
<td>6</td>
<td>Explain what these signs and symbols mean to some people</td>
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<tr>
<td>7</td>
<td>List the sacraments and explore the symbols involved in their celebration</td>
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<tr>
<td>8</td>
<td>Give examples of important festivals and events</td>
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<tr>
<td>9</td>
<td>Describe how these festivals and events are celebrated</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Explain what it means to worship</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Describe how people of different religions worship</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Explore the different ways we pray</td>
<td></td>
</tr>
</tbody>
</table>

Refer also to: Music English, Geography, Civic Social and Political Education, Drama, Art, History, Home Economics
At Junior Certificate level the student can:

**Understand morality, including the process and consequences of making a moral decision**

**Learning Targets** - This has been demonstrated by your ability to:

1. Understand what is meant by morality
2. Identify the main influences on your moral life (friends, family, school, work, neighbourhood, etc)
3. Understand why you make certain choices or decisions
4. Consider how your choices and decisions affect the lives of you and your friends
5. Identify who you admire in your personal life and in public life and how it affects your decision making
6. Identify what you admire in others and explain how it affects your decision making
7. Understand morality within the experience of an organised religion
8. Recognise how your faith and upbringing influence your moral decisions
9. Be aware of the need to be responsible for your choices and actions
10. Explain the meaning of conscience in your decision making
11. Show an understanding of the use of conscience in your decision making

Refer also to: Music English, Geography, Civic Social and Political Education, Drama, Art, History, Home Economics
At Junior Certificate level the student can:

Have a knowledge and an understanding of community and of communities of faith

Learning Targets - This has been demonstrated by your ability to:

1. State what a community is
2. Explain and give two or more examples of local communities
3. Explain and give two or more examples of national communities
4. Explain and give two or more examples of global communities
5. Explain and give two or more examples of communities of faith
6. Name two communities of faith and give a reason why each was formed
7. Identify two different roles in two of the communities of faith
8. Describe the work carried out by two of your named faith communities
9. Show how the communities of faith work influences
   - (a) Individuals
   - (b) Communities in general
10. Explain two of the following terms
    - (a) Faith / belief
    - (b) Inter faith dialogue
    - (c) Ecumenism
    - (d) Sectarianism
11. Describe one effect of sectarianism in Ireland and elsewhere
12. Describe one way how ecumenical work is present in a community of faith that you have studied

Refer also to: ESS, Geography, Science, English, CSPE, Business Studies, Computers, Art
At Junior Certificate level the student can:

Explore the context into which Jesus was born and understand the significance of his life, death and resurrection for his followers

**Learning Targets** - This has been demonstrated by your ability to:

1. Describe two places in Palestine linked with the life of Jesus
2. Name two of the sources of information about Jesus of Nazareth
3. Give examples of two parables and two miracles
4. Identify two characteristics of the Kingdom of God from the parables or miracles that you have studied
5. Read two Gospel accounts of the death of Jesus
6. Describe the effect of Jesus’ resurrection on his disciples
7. Name one time when Jesus came into conflict with a political or religious leader
8. Draw a picture of the Last Supper
9. Pick one part of the Last Supper, which shows that it was a Passover meal
10. Describe what happened at Pentecost

**Refer also to:** ESS, Geography, Science, English, CSPE, Business Studies, Computers, Art

**Work begun** ☐ ☐ ☐ | **Work in progress** ☐ ☐ ☐ | **Work completed** ☐ ☐ ☐
At Junior Certificate level the student can:

Explore in detail a major world religion (Buddhism, Hinduism, Islam and Judaism) and examine the impact that it had on its followers, other individuals and communities

Learning Targets - This has been demonstrated by your ability to:

1. Name a significant person(s) linked to the founding story of a major world religion that you have studied
2. State two places linked to the founding story of this religion
3. Name a sacred text of this religion
4. Tell the story of the founder or important person in this religion
5. Name one belief of this religion
6. Draw the main sign / symbol of this religion
7. Name a calendar festival celebrated each year in this religion
8. Explain why this festival is celebrated
9. Describe one way in which religion influences its followers in their daily lives
10. Name one place of worship for the members of this religion

Refer also to: English, History, CSPE, Home Economics, Music, Geography, Art, Drama

Work begun | Work in progress | Work completed
At Junior Certificate level the student can:

Explore how asking questions and searching for answers find expression in religious belief and traditions

Learning Targets - This has been demonstrated by your ability to:

1. Give an example of a religious belief
2. Give an example of religious practice
3. State one way in which religious practice has changed in Ireland in the last hundred years
4. Write a question of meaning that a teenager might ask
5. Draw an image of God
6. Describe what might influence a person to have an image of God that people have
7. Explain how a way of life can be an influence on a person’s religious belief
8. Give an example of how a person’s prayer life may be influenced by their religious belief
9. Give an example of how a person’s way of life may be influenced by their religious belief

Refer also to: ESS, Geography, Science, English, CSPE, Business Studies, Computers, Art

Work begun | Work in progress | Work completed
At Junior Certificate level the student can:

Describe how worship and ritual can help people celebrate religious faith

**Learning Targets** - This has been demonstrated by your ability to:

1. Give one example of a ritual
2. Describe an experience of worship that you have taken part in or seen
3. List the elements of worship
4. Name one place of religious significance in Ireland
5. Explain why this became a place of religious significance
6. Describe the signs and symbols used by people in the act of worship that you have seen or taken part in
7. Draw two religious symbols
   Or
8. Name a sacrament that you are familiar with from your study of religious traditions
9. Name one sign of time for a religious tradition that you have studied Technology and Technical Graphics
10. Explain why this is a significant time for the followers of this tradition
11. Identify two different types of prayer

Refer also to: ESS, Geography, Science, English, CSPE, Business Studies, Computers, Art

Work begun ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐
At Junior Certificate level the student can:

Understand the meaning and implications of a moral vision

Learning Targets - This has been demonstrated by your ability to:

1. Understand what it means to be moral
2. Identify how one of the following (home, peer group, school, state, religion, etc.) could be a source of morality
3. Describe two steps in making a moral decision
4. Describe two affects making a moral decision might have on you and your friends
5. Give an example of how a moral decision could be influenced by a person’s beliefs
6. Name a religious moral code
7. Explain the meaning of conscience
8. Give an example of how conscience could influence a person’s decision making/moral vision

Refer also to: Music, English, Geography, CSPE, Drama, Art, History, Home Economics

Work begun: 〇 〇 〇 | Work in progress: 〇 〇 〇 | Work completed: 〇 〇 〇