

Area of Experience: Religious Education

RE

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

Christianity

RE

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Summarise the history, sources, beliefs and customs of Christianity

Date Commenced: / /

Date Awarded: / /

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

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

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

Work begun | Work in progress | Work completed

Major World Religions

RE

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

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

Date Commenced: / /

Date Awarded: / /

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 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | On a map of the world show where members of the religion(s) live | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Draw the main sign or symbol of the religion | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Tell the story of the founding of the religion | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Name the sacred texts of the religion | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Tell one story of the religion | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Name one of its major festivals | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Explain what this festival celebrates | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | State what it says about God | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Show how this religion affects ordinary people in their daily life | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

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

Work begun | Work in progress | Work completed

Faith and Community

RE

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

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

Date Commenced: / /

Date Awarded: / /

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

Work begun | Work in progress | Work completed

Celebration

RE

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

Describe rituals which people use to celebrate religious faith

Date Commenced: / /

Date Awarded: / /

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

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

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

Work begun | Work in progress | Work completed

Morality

RE

Statement Code no: 5

Student:

Class:

At Junior Certificate level the student can:

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

Date Commenced: / /

Date Awarded: / /

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

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

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

Work begun | Work in progress | Work completed

Communities of Faith

RE

Statement Code no: 6

Student:

Class:

At Junior Certificate level the student can:

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

Date Commenced: / /

Date Awarded: / /

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

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

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

Work begun | Work in progress | Work completed

Christianity 2

RE

Statement Code no: 7

Student:

Class:

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

Date Commenced: / /

Date Awarded: / /

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

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

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

Work begun | Work in progress | Work completed

Major World Religions 2

RE

Statement Code no: 8

Student:

Class:

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

Date Commenced: / /

Date Awarded: / /

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

The Question of Faith

RE

Statement Code no: 9

Student:

Class:

At Junior Certificate level the student can:

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

Date Commenced: / /

Date Awarded: / /

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

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

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

Work begun | Work in progress | Work completed

Celebrations 2

RE

Statement Code no: 10

Student:

Class:

At Junior Certificate level the student can:

Describe how worship and ritual can help people celebrate religious faith

Date Commenced: / /

Date Awarded: / /

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

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

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

Work begun | Work in progress | Work completed

Morality 2

RE

Statement Code no: 11

Student:

Class:

At Junior Certificate level the student can:

Understand the meaning and implications of a moral vision

Date Commenced: / /

Date Awarded: / /

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

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

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

Work begun | Work in progress | Work completed