

# Religious Studies

Donabate Community College

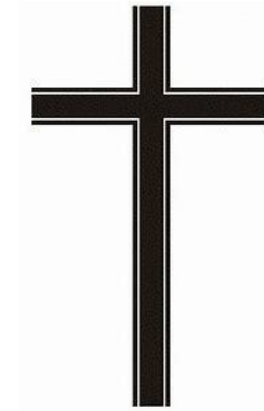




Humanism  
Atheism



Search Purpose  
Dialogue Inspiring  
Courage  
Reconciliation  
Islam Values Planet  
Celebration



Peace  
Creation  
Journey  
Justice Pilgrimage  
Symbols Rituals  
Judaism Meaning  
Christianity Morality





## JUNIOR CYCLE RELIGIOUS EDUCATION LEARNING OUTCOMES

← **ELEMENTS**      Enquiry      Exploration      Reflection and action →

STRANDS	EXPRESSING BELIEFS	EXPLORING QUESTIONS	LIVING OUR VALUES
		<p>1.1 present the key religious beliefs of the five major world religions found in Ireland today</p> <p>1.2 investigate two communities of faith that have a significant presence in their locality/region (the communities of faith chosen must be associated with two of the five major world religions studied in the specification)</p> <p>1.3 engage with members of a faith community associated with one of the five major world religions studied in the specification and show an appreciation of how the religious beliefs of the community influence the day-to-day life of its members</p> <p>1.4 investigate how Christianity has contributed to Irish culture and heritage</p> <p>1.5 explore the presence of religious themes in contemporary culture through an examination of art, music, literature or film</p> <p>1.6 examine and appreciate how people give expression to religious belief in religious rituals, in formal places of worship and other sacred spaces</p> <p>1.7 discuss the significance of non-religious rituals/celebrations for people's lives</p> <p>1.8 describe the role of prayer in the lives of people of faith</p> <p>1.9 explain what was involved in the development of a particular sacred text within a major world religion and consider its continued significance for the lives of believers</p> <p>1.10 discuss the importance of dialogue and interaction between major world religions and within major world religions in promoting peace and reconciliation in the world today</p> <p>1.11 research religious or other organisations, working at a national or international level to promote justice, peace and reconciliation and consider how their work is an expression of their founding vision</p> <p>1.12 synthesise and consider the insights gained about how people express and live out their beliefs, religiously or otherwise</p>	<p>2.1 research artistic, architectural or archaeological evidence that shows ways in which people have searched for meaning and purpose in life</p> <p>2.2 consider responses from one major world religion and from a non-religious world view to some big questions about the meaning of life, such as, why are we here? How should we live? What happens when we die?</p> <p>2.3 explore how different narratives/stories, religious and non-religious, express an understanding of creation/the natural world, and consider their meaning and relevance for today</p> <p>2.4 research and present the understanding of the Divine found in two major world religions drawing upon their origins in sacred texts and/or other sources of authority</p> <p>2.5 create a biography of a founder or early followers of a major world religion, using religious and historical sources of information</p> <p>2.6 construct a timeline of one major world religion, making reference to key people, times of expansion and times of challenge</p> <p>2.7 explore how the religious teachings of a major world religion address an issue of concern for the world today</p> <p>2.8 present stories of individuals or of groups in the history of two major world religions that have had a positive impact on the lives of people because of their commitment to living out their beliefs</p> <p>2.9 describe how the faith of a believer can change at different stages in life</p> <p>2.10 synthesise and consider the insights gained about how people with different religious beliefs and other interpretations of life respond to questions of meaning, purpose and relationships</p>

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3 (inter-linked) strands