

# Appendices



# Appendix A

## Skills in the Spiral Curriculum: Some Examples

The exemplars below illustrate how the broad learning outcomes of the curriculum (i.e. the skills) can be expressed as particular educational outcomes at each level. The same outcomes are returned to at higher levels but at a different level of complexity and richness.

### Samples from the strand: 'Christian Faith'

The child should be enabled to:

- investigate Christian beliefs, symbols, images and persons through creative process, play, story, visual arts, poetry, rhyme, dance, drama, music, language and using information and communication technologies.

#### Preschool Level/Level 1

- Retell the story of Christmas using props or puppets.
- Engage in collaborative reading of large-format books with religious themes.
- Retell religious stories in the correct sequence drawing on language patterns of stories.
- Draw and paint the Christmas story.
- Dramatise the Christmas story.
- Recite a rhyme about the goodness of God.
- Tell the story of a saint.
- Relate to Jesus as the Good Shepherd through imaginative reflection or drawing.
- Sequence events in a religious story when prompted by a computer game.
- Role-play acts of love/loving things to do.
- Listen to a song about God's love and making gestures and movements of love suggested by the music.
- Construct the temple in Jerusalem with blocks or other construction materials after hearing about Jesus being lost there.
- Role-play Baptisms in a 'baptismal' area set up in the classroom.

#### At Level 2

- Predict and speculate about actions of characters in religious stories.
- Use a variety of media to explore Christian beliefs (e.g. a webquest on life in Jesus' times).
- Role-play aspects of Church celebrations with classroom altar.
- Recite a poem about Jesus.
- Retell the story of the last supper using puppets.

#### At Level 3

- Build models of homes and villages in Jesus' time.
- Create 'who's who directory' for role holders within the church community.
- Explore symbols: e.g. of the Holy Spirit: wind, fire, dove; God as Mother, water as a religious symbol.
- Engage in a process drama activity exploring the events of Holy Week.
- Retell the story of Easter in the form of a big book.
- Recognise artistic representations of religious beliefs and concepts – e.g. contemporary religious art.

# Appendix A

## At Level 4

- Engage in the act of creating by painting, sculpting and building materials such as Lego to enable the body, as a source of knowledge, to experience and name the act of creating.
- Share songs and poems that illustrate the idea of God as mystery.
- Explore artists' and musicians' representations of key Christian beliefs.
- Examine online debates about religious issues.
- Debate challenging Christian beliefs (e.g. non-violence, preferential option for the poor, stewardship of the earth, importance of forgiveness).
- Explore how people of today can hear and respond to God's call.
- Develop a drama around a specific event, photograph/photostory, film it, choose music to match mood and events.

### The child should be enabled to:

- **respond to the revelation, presence and activity of God in Sacred Scripture/Tradition, in his/her life and in all creation through language and the expressive arts.**

## Preschool Level/Level 1

- Undertake a nature walk identifying creatures and plants in the natural world.
- Reflect on experiences of being loved by God,
- Reflect on their neighbourhood and how they belong, to develop the concept of community.
- Identify how the love and care of people around them helps them to know the love of God.
- Reflect on being part of a loving family/community.
- Name and celebrate good in self and others.
- Explore their senses as gifts from God.
- Recognise relationships of love (e.g. parent, child) and love received and given (e.g. sharing).
- Respond to creation in prayer, art, music, drama etc.

## At Level 2

- Explore God's goodness as reflected in self, relationships and creation.
- Reflect on experiences of promise and trust.
- Explore God's natural world and seeing the wonder and awe of this gift of God.
- Reflect on experiences of waiting and anticipation around Advent.
- Reflect on the gift of friends.
- Draw pictures of when they felt God was close to them in their lives.

## At Level 3

- Reflect on gifts we receive from beyond ourselves and that these are signs of God's love.
- Reflect on God's love in relation to themselves, their senses and their gifts.
- Recognise in relationship with family and friends the presence of God, Father, Son and Holy Spirit.

## At Level 4

- Reflect on the presence of the Holy Spirit in their own lives and of how the Holy Spirit allows them to respond to the needs of others.
- Reflect on how God might be present in experiences of suffering.
- Identify ways we can be aware of the presence of the Holy Spirit.

# Appendix A

The child should be enabled to:

- identify and explain Christian beliefs.

## At Level 2

- Explain that Jesus teaches us about God the Father.
- Name the qualities of Mary and the saints and identify ways Mary and the saints responded to God.
- Name those healed by Jesus.
- Recall details about Jesus and his life (e.g. names of the disciples).
- Identify the qualities of Jesus identified in stories.
- Describe the characteristics of Jesus' life as a child (beliefs, practices, games, clothing, home, etc).
- Recall the story of the life of a saint.
- Recognise symbolic representations of religious beliefs and concepts (e.g. the crucifix, anoint with oil, sign of peace).
- Explain *why* Christians love God/talk about God/praise God.
- Explain *why* people choose to follow Jesus.

## At Level 3

- Name God as Father, Son and Holy Spirit (Trinity);
- Explore the Church's teaching about God as a loving father and mother.
- Identify the need for each to develop and use their gifts.
- Identify characteristics of the Church community.
- View documentaries about Christian beliefs and retrieve information.
- Recall that Jesus was Jewish and grew up in the Jewish tradition.
- Identify key moments in Mary's life.
- Name ways in which the Church continues the mission of Jesus to bring about the Reign of God.
- Explore how the ten commandments relate to the two commandments of Jesus.

## At Level 4

- Identify that the Spirit works in all Christian communities (ecumenism).
- Gather images, words and ideas to create a collage illustrating the goodness of God's creation.
- Explore what it means to be a priest/nun in everyday life.
- Explore Christian purposes in life and the reasons Christians trust in God and hope for the future.
- Discover and reflect on the achievements of human creativity.
- Explore how humans misuse their creative power.
- Outline the three phases in the narration of salvation history (OT, the life of Jesus, and the history of the Church).

# Appendix A

The child should be enabled to:

- investigate ways of respecting and learning about and from people who adhere to other religions or belief systems.

## At Level 3

- Examine religious artefacts from another religious tradition.
- Discuss how you can make a person of another faith welcome at home or in the school.
- Discuss how we can learn about people of other religious faiths.
- Discuss appropriate behaviour when in the worship place of another religious faith.
- Reflect on a story from another world religion that shows appreciation of creation.
- Share festivals with children of another faith.

## At Level 4

- Explore the concept of hospitality in relation to people of other faiths.
- Discuss religious prejudice.
- Identify the duties of Christians towards people in differing ethnic and religious groups.
- Discuss how to engage in dialogue with a person of another religious faith.
- Reflect on a story from another world religion that shows a thirst for justice and peace.

## Sample from the strand: 'The Word of God'

The child should be enabled to:

- represent ideas, feelings, and questions about Sacred Scripture texts through oral language, socio-dramatic play, improvising, moving, writing, story-telling, music, ritual, poetry, process drama, art and digital media.

## At Preschool Level/Level 1

- Dramatise the story with friends using figurines.
- Draw their impression of a story,
- Complete 'I wonder.' statements (Godly Play).
- Enact the Christmas story.

## At Level 2

- Use play dough to make a model of the Good Shepherd story.
- Use this model to explore the story on my own or with a partner.
- Develop Biblical language through process drama.
- Record response to a Sacred Scripture story through pictures and writing.
- Respond to characters and events in a story (drawing and captions, discussion, drama).

## At Level 3

- Perform a giant puppet play with a jointly constructed script involving key characters from a Scripture story.
- Mime a Sacred Scripture story.
- Illustrate a story map of a story to demonstrate a sequence of events.
- Read aloud scriptural passages.
- Construct story maps of Biblical stories.

## Appendix A

- Compare life in the twenty-first century to life in first-century Palestine. (e.g. discuss foods Jesus might have eaten; constructing a model of a typical village and/or house in the time of Jesus; comparing and contrasting daily life actions: collecting water, obtain food, clothing, occupations, housework, buying and selling).
- Construct word and picture mobiles depicting imagery found in stories.

### At Level 4

- Complete a 'before and after' chart to indicate the effect of God's activity in the lives of key figures from scriptural stories.
- Discuss purposes of parables.
- Create a web to represent the relationships between characters in a story.
- Give a considered personal opinion of a Sacred Scripture story in oral or in written form.
- Prepare and present a radio or TV broadcast about Peter and John.
- Highlight and explain words and images in a parable that help to convey the message and purpose of the parable.
- Create a collage based on a symbol or metaphor in a scriptural text.
- Write a portrait of a friend of Jesus.
- Create simple meditations on scriptural passages.
- Examine illustrations of Biblical stories (e.g. in text books, children's literature, in digital media etc.).
- Put a modern twist on a story e.g. who would the ten lepers be today?
- Animate a story using digital media.
- Write a Sacred Scripture story in your own words.

## Appendix B

### Religious Education and Integration in the Primary School Curriculum

Catholic Religious Education makes a strong contribution to the goals of the primary school curriculum in other areas of knowledge. As Saint John Paul II explained, Religious Education will always seek to ‘keep in touch with the other elements of the pupil’s knowledge and education; thus the gospel will impregnate the mentality of the student in the field of their learning, and the harmonization of their culture will be achieved in the light of faith’ (CT 69).

The Northern Ireland Curriculum includes a number of educational (or ‘cross-curricular’) themes. These are topics whose scope is defined by a series of objectives specified by Statutory Order. The objectives are interwoven with, and taught through, the compulsory subjects of the *NI Curriculum* and through Religious Education. The cross-curricular themes relevant to primary schools are Information Technology, Education for Mutual Understanding, Cultural Heritage and Health Education.

In the Republic, the *Primary School Curriculum* (1999) is founded on the principle of the integration of learning: ‘For the young child, the distinctions between subjects are not relevant: what is more important is that he or she experiences a coherent learning process that accommodates a variety of elements. It is important, therefore, to make connections between learning in different subjects’ (PSC 16).

While every subject has its own integrity and must be taught according to its own particular principles and methods,<sup>19</sup> teachers will recognise the potential for valuable links between spiritual, moral and Religious Education and all other areas of the curriculum. Every effort should be made to respect the freedom of conscience of children who have withdrawn from Religious Education. Some cross-curricular links and opportunities for integrated studies are noted below.

#### 1. Language and Literacy

##### Religious Education

- incorporates the use of listening and speaking as central learning strategies, providing opportunities for the enrichment and extension of children’s oral language
- provides a treasure of rich and varied texts for oral language and reading development including sacred texts, stories, prayers, liturgical texts, poetry, historical narrative, parable, proverb, miracle story, psalm, wise sayings
- develops a range of comprehension strategies, research strategies and problem-solving skills
- enables children to compose and write their own stories and poems
- enables children to understand the conventions of social language interaction in the domain of religion
- enables children to express intuitions, feelings, impressions, ideas and reactions in response to real and imaginary situations, through talk, discussion and writing
- enables children to create, develop and sustain imaginary situations through talk, discussion and improvisational drama
- enables children to write in a variety of genres appropriate to school and outside needs (e.g. composing a class liturgy)
- enables children to use computer technology for information retrieval
- will integrate with the following strands of the **Language and Literacy Curriculum**.



## Appendix B

<b>Infants</b>	
Strands	
<i>Oral Language</i>	<ul style="list-style-type: none"> <li>• Active listening to religious stories, poems, songs and rhymes.</li> <li>• Developing a religious vocabulary and syntax.</li> <li>• Asking questions and giving descriptions.</li> <li>• Enjoying imaginative play with religious language (metaphor, allegory, symbol).</li> <li>• Discussing experience and new concepts: e.g. discussing religious/spiritual/moral issues and sustaining a conversation on a particular topic.</li> <li>• Sharing solutions and opinions: e.g. engaging in moral discussion and debate using arguments; identifying, debating and resolving moral dilemmas.</li> <li>• Sharing feelings and imagination: e.g. exploring and describing spiritual feelings, questions, experience and concepts.</li> </ul>
<i>Reading</i>	<ul style="list-style-type: none"> <li>• Enjoying listening to stories in Religious Education.</li> <li>• Print-rich environment (children's Bibles, sacred space).</li> <li>• Responding to reading.</li> <li>• Comprehension skills.</li> <li>• Information retrieval skills.</li> </ul>
<i>Writing</i>	<ul style="list-style-type: none"> <li>• Oral language and writing: hearing religious stories and songs and drawing/writing about them.</li> <li>• Early writing: drawing a picture of a religious theme and writing about it.</li> <li>• Valuing children's writing: seeing personal writing displayed in prayer corner/sacred space.</li> </ul>

<b>First and Second</b>	
Strands	
<i>Oral Language</i>	<ul style="list-style-type: none"> <li>• Active listening to religious stories, poems, songs and rhymes.</li> <li>• Developing a religious vocabulary and syntax.</li> <li>• Asking questions and giving descriptions.</li> <li>• Enjoying imaginative play with religious language (metaphor, allegory, symbol).</li> <li>• Discussing experience and new concepts: e.g. discussing religious/spiritual/moral issues.</li> <li>• Sharing solutions and opinions: e.g. engaging in moral discussion and debate; identifying, debating and resolving moral dilemmas.</li> <li>• Sharing feelings and imagination: e.g. exploring and describing spiritual feelings, questions, experiences and concepts.</li> </ul>
<i>Reading</i>	<ul style="list-style-type: none"> <li>• Enjoying listening to reading stories in Religious Education.</li> <li>• Responding to reading: e.g. Recalling and relating a simple religious story, asking questions, role-playing, relating characters, situations and story details in religious stories to personal experience, reading a phrase/line from a Sacred Scripture story aloud.</li> <li>• Comprehension skills: e.g. retelling a Sacred Scripture story in sequence, predicting future incidents and outcomes in religious stories.</li> <li>• Information retrieval skills.</li> </ul>

## Appendix B

<i>Writing</i>	<ul style="list-style-type: none"> <li>• Oral language and writing: hearing religious stories and songs and drawing/ writing about them.</li> <li>• Early writing: drawing a picture with a religious theme and writing about it.</li> <li>• Writing genres: writing a prayer/poem; drawing and writing stories and poems. Writing a version of a religious story told by the teacher.</li> <li>• Exploring different genres: parable, psalm, prayer.</li> <li>• Personal experience and choice: writing about spiritual experiences, writing about my Baptism, my Communion.</li> <li>• Responding through writing: listening to the spiritual experiences of others and expressing reactions to them in writing.</li> <li>• Valuing children's writing: having personal writing displayed in prayer corner/sacred space.</li> <li>• Spelling moral and religious terms.</li> </ul>
----------------	--

Strands	<b>Third and Fourth Classes</b>
<i>Oral Language</i>	<ul style="list-style-type: none"> <li>• Enjoying religious language.</li> <li>• Performing social functions: e.g. expressing appreciation of others' gifts and talents.</li> <li>• Exploring religious story and poetry: e.g. taking the perspective of people in texts: telling the Easter story from the point of view of Mary.</li> <li>• Discussing religious experiences: e.g. asking questions about existential issues and spiritual concerns: Who are we? Where are we? What's wrong with the world? What's the solution?</li> <li>• Discussing religious/ethical issues, concerns and new concepts: e.g. using explanations to inform, clarify and elaborate: explaining the significance of Church practice such as fasting, Mass on Sunday, praying the Rosary.</li> <li>• Sharing solutions and opinions: e.g. identifying, debating and resolving moral issues; justifying moral choices made.</li> <li>• Sharing feelings and imagination: e.g. using mime to convey religious ideas, reactions, emotions, desires and attitudes.</li> <li>• Active listening: to religious narratives, poetry, song; listening to a presentation on another religion and deciding which are the most important questions to ask.</li> <li>• Experiencing a more challenging religious vocabulary, monastic life, environmental ethics.</li> </ul>
<i>Reading</i>	<ul style="list-style-type: none"> <li>• Enjoying listening to reading in Religious Education.</li> <li>• Reading genres: religious texts; fables and moral tales.</li> <li>• Responding to reading of moral/religious texts.</li> <li>• Using comprehension strategies in relation to religious texts: e.g. creating a web to represent the relationships between characters in a story; creating a story-map of a story to demonstrate a sequence of events; completing a point-of-view activity about one of Jesus' teachings in the role of, for example, a widow, Roman soldier, disciple, tax collector. Developing information retrieval skills in relation to projects in Religious Education, e.g. choosing relevant Scripture readings for a class Mass or liturgy.</li> </ul>

## Appendix B

<i>Writing</i>	<ul style="list-style-type: none"> <li>• Oral language and writing: experiencing a rich religious vocabulary as part of the preparation for writing.</li> <li>• Writing genres: prayer, lists, journaling, poems, moral tales, writing a Sacred Scripture story in his/her own words.</li> <li>• Personal experiences and choice: writing about spiritual, moral and religious experiences in diary form.</li> <li>• Responding through writing to religious stories/poems.</li> </ul>
----------------	--

Strands	<b>Fifth and Sixth Classes</b>
<i>Oral Language</i>	<ul style="list-style-type: none"> <li>• Enjoying religious language.</li> <li>• Performing social functions related to religion: e.g. welcoming visitors of another faith community, practising appropriate conduct when visiting a place of worship; practising effective interpersonal skills in order to relate to others in peaceful, tolerant, and non-discriminatory ways.</li> <li>• Exploring religious story and poetry.</li> <li>• Discussing religious experiences.</li> <li>• Discussing religious issues, concerns and new concepts, e.g. discussing injustice, discussing the value of moral maxim, discussing plays, films and television programmes in the light of Christian values; generating hypotheses and explanations related to religious concepts and beliefs – life after death, inter-religious dialogue, violence and war.</li> <li>• Sharing feelings and imagination: e.g. using mime to convey religious ideas, reactions, emotions, desires and attitudes.</li> <li>• Active listening: e.g. to narratives, radio broadcasts, visitors from other religions; following detailed instructions on the creation of a class liturgy; giving detailed instructions or directions for a class.</li> <li>• Developing a more complex religious vocabulary and sentence structure: e.g. discussing the meaning and origin of religious words with the teacher.</li> </ul>
<i>Reading</i>	<ul style="list-style-type: none"> <li>• Enjoying listening to reading in Religious Education.</li> <li>• Reading genres: e.g. <i>textual features of Biblical texts</i>: sequence of events, plot, characterisation, imagery, metaphor, simile, allegory, repetition, contrast, symbols, messages, grammatical features, Biblical referencing system.</li> <li>• Responding to reading texts: e.g. developing critical reading and viewing skills – looking at stereotyping, distortions and omissions in the presentation of old people in the media; examining online debates on religious issues; fictional characters in literature can be evaluated for their personal moral qualities.</li> <li>• Using comprehension strategies in relation to religion texts: e.g. examining illustrations of Biblical stories; locating passages of Sacred Scripture by book, chapter and verse; creating a concept map for a story; presenting variant or alternative positions to those of a Biblical text (e.g. presenting the story of Jesus and the woman at the well with the woman as narrator).</li> </ul>

## Appendix B

<i>Writing</i>	<ul style="list-style-type: none"> <li>• Oral language and Writing: experiencing a rich religious vocabulary as part of the pre-writing process.</li> <li>• Writing genres: e.g. prayer, lists, journaling, poems, stories, arguing the case in writing for a particular point of view (morality).</li> <li>• Personal experiences and choice: e.g. keeping a journal.</li> <li>• Spelling moral and religious terms.</li> <li>• Responding through writing to religious stories, poems etc.</li> <li>• Range of audiences: writing a Church bulletin, responding to the letters page in a Catholic newspaper, writing to seek information about a church or charitable organisation.</li> </ul>
----------------	--

## 2. Mathematics

### Religious Education

- provides opportunities to apply mathematical concepts and processes.
- enables children to collect, classify, organise and represent dates in a variety of forms.
- will integrate with the following strands of the **Mathematics Curriculum**:

Strand	<b>Infants</b>
<i>Measures</i>	<ul style="list-style-type: none"> <li>• Time: sequencing stages in a story, e.g. sequencing events in a Sacred Scripture story when prompted by a computer programme; stating the order of what happens at a Baptism, counting number of days in a story, counting people involved in a religious story.</li> </ul>

Strand	<b>First and Second</b>
<i>Measures</i>	<ul style="list-style-type: none"> <li>• Time: significant dates in the liturgical year, e.g. identifying from the calendar the day of the week on which St Patrick's day occurs.</li> <li>• Sequencing liturgical events using the vocabulary of time.</li> </ul>

Strand	<b>Third and Fourth</b>
<i>Measures</i>	<ul style="list-style-type: none"> <li>• Time: putting seasons of the liturgical year in sequence; using calendars to work out dates in the liturgical year; using the internet to check the times of sunrise and sunset during Ramadan.</li> <li>• Sequencing actions and activities in rituals e.g. Stations of the Cross, events in Holy Week, baptismal signs.</li> <li>• Exploring timelines; e.g. the story of Moses.</li> </ul>

## Appendix B

	<b>Fifth and Sixth</b>
Strands	
Measures	<ul style="list-style-type: none"> <li>• Reading timetables: e.g. researching times of prayer of Irish Muslims during Ramadan.</li> <li>• Constructing timelines for Biblical events e.g. Hebrew Scriptures, Christian Scriptures, Time of the Church, The three great ‘moments’ of salvation history: creation, salvation, fulfilment; working out number of years between events; developing timelines to illustrate important themes, e.g. timeline showing significant people who have worked for peace over history.</li> <li>• Making a timeline of the liturgical year.</li> <li>• Sequencing actions and activities in rituals e.g. steps in Confirmation.</li> </ul>
Data	<ul style="list-style-type: none"> <li>• Collecting, organising and representing data, e.g. piechart representing religious traditions in Ireland; trend graph showing amount of money given to Trócaire over a number of years.</li> </ul>

### 3. Social, Environmental and Scientific Education

#### Religious Education

- begins with personal experience, experience within family, the immediate environment of the child and then moves beyond to the local and wider communities.
- is concerned with the identity and role of the child in the local and wider community, with a sensitivity towards the way of life of other peoples, both locally and globally.
- promotes an ecological consciousness by helping children consider the origins and value of life, the interdependence of all things, and the importance of looking after the environment (Science Curriculum 11).
- ‘cultivates humane and responsible attitudes and an appreciation of the world in accordance with beliefs and values’ (SPHE aim).
- ‘helps children learn about people, events, issues and cultural experiences which have helped shape the local community and environment’ (History Curriculum 13).
- develops empathy with people from diverse environments and an understanding of human interdependence (Geography Curriculum 14).
- challenges use of imagination and evidence to reconstruct elements of the past (History Curriculum 13).
- develops a sense of responsibility for, and a willingness to participate in, the preservation of heritage (History Curriculum 13).
- helps children develop an understanding of time and chronology through timelines and storymaps.
- helps children research, record and use evidence for projects and to act as historians.
- will integrate with the following strands of the **History Curriculum**:

## Appendix B

<b>Infant Classes</b>	
Strands	
<i>Myself and my Family</i>	<ul style="list-style-type: none"> <li>• Exploring my Baptism (using evidence: photographs, clothes, candle etc).</li> <li>• Discussing how family members care for one another.</li> <li>• Exploring celebrations in the family (using evidence: photos).</li> </ul>
<i>Story</i>	<ul style="list-style-type: none"> <li>• Stories about the lives of people from a range of religious backgrounds (communication).</li> <li>• Discussing chronology of events in religious stories (time and chronology: beginning, middle and end).</li> </ul>

<b>First and Second Class</b>	
Strands	
<i>Myself and My Family</i>	<ul style="list-style-type: none"> <li>• Myself growing and changing (RSE in a Christian context).</li> <li>• Discussing religious family events (using evidence: Baptism, First Communion etc).</li> <li>• Feasts and festivals in the Past (Christmas, November and remembering the dead, local Christian festivals: change and continuity).</li> </ul>
<i>Story</i>	<ul style="list-style-type: none"> <li>• Stories about the lives of people from a range of religious backgrounds.</li> <li>• Discussion of sequences in stories (time and chronology).</li> <li>• Discussing cause and effect in stories.</li> <li>• Developing empathy: imagining and discussing the feelings of characters in religious stories.</li> <li>• Studying the lives of Christians who have made a contribution to local or national life.</li> </ul>

<b>Third and Fourth Class</b>	
Strands	
<i>Local Studies</i>	<ul style="list-style-type: none"> <li>• Buildings, sites or ruins in my locality (local church, well, cemetery, monastery etc).</li> <li>• History of local Christian community.</li> <li>• History of the local school: story of the school's founder.</li> <li>• Local places of pilgrimage.</li> <li>• Feasts and festivals in the past – religious festivals and customs celebrated by various members of the school and local community (Catholics, Muslims, Jews etc).</li> </ul>
<i>Story</i>	<ul style="list-style-type: none"> <li>• Stories from the lives of Christians or other religious figures in the past e.g. stories of Holy women in the Old Testament, story of Abraham, Muhammad.</li> </ul>

## Appendix B

<i>Early People and Ancient Societies</i>	<ul style="list-style-type: none"> <li>• Early Christian Ireland.</li> <li>• Life in first century Palestine (Jewish religion, economic structure, housing, clothing, food, daily life and customs).</li> <li>• Moses, the Israelites and Egyptian society.</li> <li>• Irish Christian spirituality in the past (pilgrimages, Celtic spirituality, sacred places).</li> </ul>
<i>Life, Society, Work and Culture in the Past</i>	<ul style="list-style-type: none"> <li>• History of the local Catholic community.</li> <li>• History of other Christian communities in local area.</li> <li>• The missionary tradition in the Irish Church.</li> <li>• Examining Christian beliefs presented in art, architecture, and music in the past.</li> </ul>

Strands	<b>Fifth and Sixth Class</b>
<i>Local Studies</i>	<ul style="list-style-type: none"> <li>• Feasts and festivals in the past: feasts and festivals of the major world religions.</li> <li>• Feasts celebrated by locals of other religious traditions.</li> <li>• Buildings, sites or ruins in my locality: exploring an old monastery, graveyard, Mass path, Mass rock, holy well.</li> <li>• Schools: work of the religious orders.</li> <li>• My locality through the ages: studying history of the parish/diocese; using parish records as evidence.</li> </ul>
<i>Story</i>	<ul style="list-style-type: none"> <li>• Stories from the lives of Christians and others who have fought for peace, human rights and justice in the past (Gandhi, Nelson Mandela, Martin Luther King Jr.) or who have contributed to local/national, international life.</li> </ul>
<i>Early People and Ancient Societies</i>	<ul style="list-style-type: none"> <li>• The Early Church: The life and growth of the first Christian communities (BC, AD: time and chronology).</li> </ul>
<i>Continuity and Change Over Time</i>	<ul style="list-style-type: none"> <li>• Timeline of salvation history past, present and future (time and chronology).</li> </ul>

## Appendix B

- will integrate with the following strands of the **Geography Curriculum**:

Strands	<b>Infants</b>
<i>Human Environments</i>	<ul style="list-style-type: none"> <li>• Living in the local community: the local parish/es, priests, church building.</li> </ul>
<i>Natural Environments</i>	<ul style="list-style-type: none"> <li>• Exploring God's creation.</li> </ul>
<i>Environmental Awareness and Care</i>	<ul style="list-style-type: none"> <li>• Exploring and respecting the environment: God's world.</li> </ul>

Strands	<b>First and Second Classes</b>
<i>Human Environments</i>	<ul style="list-style-type: none"> <li>• Living in the local community: how people in the parish work together, discussing my role in the parish community, ways in which we help others in the community, the work of the priest and others in the local community, those who work in the Catholic school.</li> <li>• People and places in other areas: family faith life for other religious faith communities.</li> </ul>
<i>Environmental Awareness and Care</i>	<ul style="list-style-type: none"> <li>• Understanding individual and communal responsibility for taking care of the environment.</li> <li>• Identifying strategies for improving and caring for the environment.</li> </ul>

Strands	<b>Third and Fourth Classes</b>
<i>Human Environments</i>	<ul style="list-style-type: none"> <li>• Study of local parish community.</li> <li>• Church-based groups in the community (e.g. Society of St Vincent de Paul).</li> <li>• Learning about minority groups in Ireland.</li> </ul>
<i>Natural Environments</i>	<ul style="list-style-type: none"> <li>• Finding places of pilgrimage on maps: holy wells, Lough Derg, Croagh Patrick, Knock, Lourdes, Fatima.</li> <li>• Finding Biblical locations on maps (e.g. Bethlehem, Nazareth, and Jerusalem).</li> </ul>
<i>Environmental Awareness and Care</i>	<ul style="list-style-type: none"> <li>• Duty of Christians to care for the earth.</li> <li>• The value of every creature created by God.</li> </ul>



## Appendix B

<b>Fifth and Sixth Classes</b>	
Strands	
<i>Human Environments</i>	<ul style="list-style-type: none"> <li>• Study of religious faith communities in Ireland (Muslim, Jewish etc).</li> <li>• Ecumenical activity and inter-religious dialogue.</li> <li>• Respecting and valuing diversity in the community.</li> <li>• Role of Christian community groups and organisations (e.g. Society of St Vincent de Paul, Trócaire).</li> <li>• People at work: profile of local bishop.</li> <li>• Study of local diocese and dioceses in Ireland.</li> <li>• Fair trade issues and development aid.</li> </ul>
<i>Natural Environments</i>	<ul style="list-style-type: none"> <li>• Maps of the ancient Biblical world (e.g. 1st-century Palestine and surrounds, River Jordan, Sea of Galilee, vegetation, key towns and settlements).</li> <li>• Finding Biblical and other religious locations on maps (e.g. Bethlehem, Nazareth, and Jerusalem; location of Mecca).</li> </ul>
<i>Environmental Awareness and Care</i>	<ul style="list-style-type: none"> <li>• The universal destination of earthly goods.</li> <li>• Stewardship.</li> </ul>

- will integrate with the following strands of the **Science Curriculum**.

<b>Infants</b>	
Strands	
<i>Living Things</i>	<ul style="list-style-type: none"> <li>• Myself: RSE in the Christian Context.</li> <li>• Plants and Animals: exploring God's creation.</li> </ul>
<i>Environmental Awareness and Care</i>	<ul style="list-style-type: none"> <li>• Caring for my locality: Exploring and respecting the environment: God's world.</li> </ul>

<b>First and Second</b>	
Strands	
<i>Living Things</i>	<ul style="list-style-type: none"> <li>• Myself: RSE in a Christian context.</li> <li>• Plants and Animals: exploring God's creation.</li> </ul>
<i>Environmental Awareness and Care</i>	<ul style="list-style-type: none"> <li>• Caring for my locality; understanding individual and communal responsibility for taking care of the environment.</li> <li>• Identifying strategies for improving and caring for the environment.</li> </ul>

## Appendix B

Strands	Third and Fourth
<i>Living Things</i>	<ul style="list-style-type: none"> <li>• Human life: RSE in a Christian context.</li> </ul>
<i>Environmental Awareness and Care</i>	<ul style="list-style-type: none"> <li>• Examining the interrelationship of living and non-living elements of local and other environments.</li> <li>• Duty of Christians to care for the earth.</li> <li>• The value of every creature created by God.</li> <li>• Appreciating the need to conserve resources.</li> </ul>

Strands	Fifth and Sixth
<i>Living Things</i>	<ul style="list-style-type: none"> <li>• Human life: RSE in a Christian context.</li> </ul>
<i>Environmental Awareness and Care</i>	<ul style="list-style-type: none"> <li>• Realising personal and community responsibility for taking care of the environment.</li> <li>• Examining the interrelationship of living and non-living elements of local and other environments.</li> <li>• Identifying how religion and science contribute positively to the use of the earth's resources.</li> <li>• Identifying some ways science and religion work together for the good of local and wider environments.</li> </ul>

## 4. Arts Education

### Religious Education

- enables children to use art, drama and music for personal expression and reflection, spiritual awareness, developing understanding of different views and beliefs and promoting critical and creative thinking, discussion and debate.
- enables children to communicate ideas using the creative and expressive arts.
- provides aesthetic experience and develops aesthetic awareness and appreciation of the arts.
- helps children begin to appreciate the context in which great art and artefacts are created and the culture from which they grow (Visual Arts Curriculum 11).
- enables children to listen to enjoy and respond to a range of music from different periods.
- will integrate with the following strands of the **Visual Arts Curriculum**:

## Appendix B

Strands	<b>Infant Classes</b>
<i>Drawing</i>	<ul style="list-style-type: none"> <li>• Interpreting (in drawing) themes explored in Religious Education, e.g. imaginary drawing of the Good Shepherd parable; responding to a nature walk in a drawing; drawing what Jesus might have looked like.</li> <li>• Looking and talking about his/her work, the work of other children and work of artists.</li> </ul>
<i>Paint and Colour</i>	<ul style="list-style-type: none"> <li>• Interpreting (in paint and colour) themes explored in Religious Education, e.g. paint the Christmas story; discussing paintings of religious themes/book illustrations; paint the colour of love as they feel love.</li> </ul>
<i>Construction</i>	<ul style="list-style-type: none"> <li>• e.g. construct a temple in Jerusalem with blocks or other construction materials after learning about Jesus being lost there.</li> </ul>

Strands	<b>First and Second</b>
<i>Drawing</i>	<ul style="list-style-type: none"> <li>• Interpreting (in drawing) themes explored in Religious Education, e.g. responding to the creation story in an imaginative drawing; illustrating the concept, God is love; imagining what heaven is like through a drawing; interpreting what God is like in a drawing; designing a pattern in mosaic.</li> </ul>
<i>Paint and Colour</i>	<ul style="list-style-type: none"> <li>• Interpreting (in paint and colour) themes explored in Religious Education.</li> <li>• Using colour expressively to interpret themes based on his/her spiritual life, e.g. particular moments when I felt mystery/wonder/God's presence.</li> <li>• Talking about the work of artists in text books/other religious art.</li> </ul>
<i>Clay</i>	<ul style="list-style-type: none"> <li>• Interpreting (as sturdy clay figures) characters explored in Scripture stories.</li> </ul>
<i>Making Constructions</i>	<ul style="list-style-type: none"> <li>• Making imaginative structures e.g. building models of homes and villages in Jesus' time; looking at and talking about the local church and at pictures of buildings in Jesus' time;</li> <li>• Making a model of a mosque using a shoebox and cardboard roll; making a Qur'an stand; designing your own spice box.</li> </ul>

## Appendix B

Strands	Third and Fourth
<i>Drawing</i>	<ul style="list-style-type: none"> <li>• Interpreting (in drawing) themes explored through Religious Education, e.g. making a cartoon strip of a Biblical story; using a computer art program to explore images of water and organising a composition; creating a big book of drawings of Easter week; designing a Bar and Bat Mitzvah card to send to a Jewish friend.</li> </ul>
<i>Paint and Colour</i>	<ul style="list-style-type: none"> <li>• Interpreting (in paint and colour) themes explored in Religious Education.</li> <li>• Discovering colour in the visual environment: liturgical year colours; making a stained glass window.</li> <li>• Recognising and discussing artistic representations of religious beliefs – contemporary religious art, church architecture, objects of piety through the ages; comparing depictions of the Resurrection over history; examining illustrations of Biblical stories in children’s literature, digital media etc.</li> <li>• Using their own paintings as a bridge to religious language and concepts, e.g. symbol of island lends itself to explorations of existential questions of longing, meaning and maturity.</li> </ul>
<i>Clay</i>	<ul style="list-style-type: none"> <li>• Interpreting (in clay and papier maché masks) characters explored through Religious Education.</li> </ul>
<i>Fabric and Fibre</i>	<ul style="list-style-type: none"> <li>• Inventing a costume for a character explored in a Scripture story.</li> </ul>
<i>Construction</i>	<ul style="list-style-type: none"> <li>• Creating objects to communicate understanding of the liturgical year, e.g. constructing a classroom crib.</li> <li>• Exploring the interior of a Catholic church and comparing it to a church of another Christian denomination/worship space of another religion.</li> <li>• Making a concertina book of symbols of Baptism.</li> </ul>

Strands	Fifth and Sixth
<i>Drawing</i>	<ul style="list-style-type: none"> <li>• Interpreting (in drawing) themes explored through Religious Education e.g. drawing one’s own impression of the gifts/fruits of the Holy Spirit; using religious clip art to design a leaflet for a classroom ritual; drawing a symbol to illustrate a religious belief; exploring personal images of God through drawing; creating a rangoli pattern for the hands; decorating a Sedar plate and drawing the special food which goes on it; creating a collage based on a religious symbol.</li> </ul>

## Appendix B

<i>Paint and Colour</i>	<ul style="list-style-type: none"> <li>• Interpreting (in paint and colour) themes explored in Religious Education: e.g. creating an icon and meditating on it.</li> <li>• Recognising and discussing artistic representations of religious beliefs: exploring images of Jesus/Mary in contemporary art; examining sacred art and how it inspires people to prayer and to a deeper understanding of God; examining Christ through the eyes of artists of different cultures; examining the composition of a religious painting; creating a PowerPoint presentation of images of Jesus through the ages.</li> </ul>
<i>Clay</i>	<ul style="list-style-type: none"> <li>• Interpreting (in clay or papier maché) characters explored through Religious Education.</li> </ul>
<i>Fabric and Fibre</i>	<ul style="list-style-type: none"> <li>• Interpreting (as puppets or in costume) characters from stories, e.g. retelling the Christmas story using puppets.</li> </ul>
<i>Construction</i>	<ul style="list-style-type: none"> <li>• Interpreting (as large-scale papier maché forms and structures) characters and symbols explored through Religious Education.</li> <li>• Creating a sacred space for Advent, Lent, and Easter etc.</li> <li>• Creating a harvest festival display for the local church.</li> <li>• Creating objects to communicate understanding of the liturgical year, e.g. constructing a classroom crib; St Brigid's crosses, a Jesse tree, an Advent calendar, a liturgical year calendar.</li> <li>• Constructing picture mobiles depicting imagery/symbols found in Scripture stories.</li> </ul>

- will integrate with the **Music Curriculum** as follows:

	<b>Infants</b>
Strands	
<i>Listening and Responding</i>	<ul style="list-style-type: none"> <li>• Listening to short pieces of music with religious themes.</li> <li>• Responding to religious songs through movement and hand rhymes.</li> <li>• Listening to music while being quiet and still.</li> </ul>
<i>Performing</i>	<ul style="list-style-type: none"> <li>• Recognising familiar religious songs.</li> <li>• Showing a steady beat while listening to or accompanying religious songs or rhythmic chants.</li> <li>• Performing songs and rhymes with a sense of dynamic (loud/soft) control where appropriate.</li> </ul>
<i>Composing</i>	<ul style="list-style-type: none"> <li>• Using sound effects to accompany religious stories and poems.</li> </ul>

## Appendix B

Strands	<b>First and Second</b>
<i>Listening and Responding</i>	<ul style="list-style-type: none"> <li>• Listening and responding to religious music.</li> </ul>
<i>Performing</i>	<ul style="list-style-type: none"> <li>• Singing a range of songs with religious themes.</li> </ul>
<i>Composing</i>	<ul style="list-style-type: none"> <li>• Using sound effects to illustrate a character or a sequence of events in an Religious Education story.</li> </ul>

Strands	<b>Third and Fourth</b>
<i>Listening and Responding</i>	<ul style="list-style-type: none"> <li>• Listening to and describing sacred music, recognising its function and historical context where appropriate.</li> <li>• Responding to music from world faiths and the place of music in religion.</li> </ul>
<i>Performing</i>	<ul style="list-style-type: none"> <li>• Including religious songs in a widening repertoire.</li> <li>• Using instruments to accompany singing of religious songs.</li> </ul>
<i>Composing</i>	<ul style="list-style-type: none"> <li>• Selecting different kinds of sounds to portray religious characters, sequences of events or an atmosphere in religious stories.</li> </ul>

Strands	<b>Fifth and Sixth</b>
<i>Listening and Responding</i>	<ul style="list-style-type: none"> <li>• Listening to and describing sacred music, recognising where appropriate its function and historical context, e.g. the Wexford Carol; recordings from Glenstal Abbey.</li> <li>• Responding imaginatively to sacred music through movement/dance, drawing, writing.</li> </ul>
<i>Performing</i>	<ul style="list-style-type: none"> <li>• Widening repertoire of religious songs with an awareness of the music's historical and cultural contexts, e.g. hymns and carols.</li> <li>• Using instruments to accompany singing of religious songs.</li> </ul>
<i>Composing</i>	<ul style="list-style-type: none"> <li>• Select from a wide variety of sound sources (voice, percussion, melodic instruments and technology); to illustrate characters or sequences of events in religious stories; to accompany a religious song, story, prayer, poem or psalm; to illustrate an abstract religious concept, e.g. love, spirit; for a particular religious occasion e.g. a class liturgy.</li> </ul>

## Appendix B

- will integrate with the **Drama Curriculum** as follows:

Strand	<b>Infants</b>
<i>Drama to explore feelings, knowledge and ideas, leading to understanding</i>	<ul style="list-style-type: none"> <li>• <i>Investigating Christian beliefs through drama:</i> retelling the story of Christmas using props or puppets; dramatising the Christmas story, role-playing acts of love; role-playing Baptisms; exploring the themes of belonging, welcoming, community, identity, connectedness, sharing, celebrating, forgiveness, guilt, reconciliation.</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Exploring Christian moral values and teachings:</i> e.g. role playing how to respond to someone with special needs, role playing ways to resolve difference; exploring values such as being truthful, being fair, being co-operative, being honest, showing respect, love for others, sharing, respect for self and for the natural world.</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Identifying, debating and resolving moral dilemmas in life, in story and other texts:</i> determine what is happening in dramas/enactments and decide how one might respond.</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Dramatising Sacred Scripture stories:</i> attending to main elements of storyline, taking on different roles in a Sacred Scripture drama, using space and objects to create the Biblical world; developing awareness of tension in dramas (e.g. what will Mary and Joseph do now that there's no room in the inn?).</li> </ul>

Strand	<b>First and Second</b>
<i>Drama to explore feelings, knowledge and ideas, leading to understanding</i>	<ul style="list-style-type: none"> <li>• <i>Investigating Christian beliefs through drama:</i> telling the story of the last supper using puppets (improvisation); developing an imaginative drama around the last supper; dramatising the story of the lost sheep taking role of sheep, shepherd or lost sheep; exploring the themes of belonging, welcoming, community, identity, connectedness, sharing, celebrating, forgiveness, guilt, reconciliation.</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Exploring Christian moral values and teachings:</i> e.g. role-playing the rule Jesus gave to help his friends choose well.</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Identifying debating and resolving moral dilemmas in life, in story and other texts:</i> thinking about problems in a drama from two perspectives; discussing the choices characters have to make; thinking through moral dilemmas based on the actions of Jesus.</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Dramatising Sacred Scripture stories:</i> developing Biblical language through process drama.</li> </ul>

## Appendix B

	<ul style="list-style-type: none"> <li>• <i>Reflecting on drama</i>: e.g. evaluating the truth/rightness of a character's behaviour; applying ideas and principles in Sacred Scripture stories; applying actions of characters to their own lives; playing out a Biblical scene from a different perspective; suggesting possible alternative courses for action.</li> </ul>
--	--

Strand	Third and Fourth
<i>Drama to explore feelings, knowledge and ideas, leading to understanding</i>	<ul style="list-style-type: none"> <li>• <i>Investigating Christian beliefs through drama</i>: engaging in a process drama activity exploring the events of Holy Week; expressing a religious belief through drama; taking a role in a presentation to non-Christians on what Christians believe and do; taking the role of the priest and explaining your job; imagining what the Church community could look like if everyone worked for the Kingdom of God; imagining living as a child in another Irish faith community; imagining you are a Muslim and describing your religion.</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Exploring Christian moral values and teachings</i>: dramatising real-life scenarios that require the application of moral messages identified in religious and other texts, e.g., respect for other, relating peacefully, being gentle; exploring the concept of following a leader.</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Identifying debating and resolving moral dilemmas in life, in story and other texts</i>: e.g. carrying out a role-play on the theme of fair distribution, justice, bullying, punishment or rules and reflecting on it.</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Dramatising Scripture</i>: developing Biblical language through process drama; creating a mock interview with a Biblical character; performing puppet plays with jointly constructed scripts involving the characters from Scripture stories; Scripture character-in-role; telling the story from differing points of view; putting a modern twist on a story; participating in hot-seating the Good Samaritan, the Levite, the priest; writing the poem the prodigal son might have written before he decided to go home and then deciding what course of action he is likely to take.</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Reflecting on drama</i>: e.g. evaluating the truth/rightness of character's statements/ actions; applying ideas and principles; playing out alternative workings of Scripture stories; imagining themselves in Scripture stories (imagine you are Moses: what would you say to God?); creating your own ten commandments; 'hot-seating' Biblical characters and religious figures to explore the motives which influenced their choices.</li> </ul>



## Appendix B

Strand	Fifth and Sixth
<i>Drama to explore feelings, knowledge and ideas, leading to understanding</i>	<ul style="list-style-type: none"> <li>• <i>Investigating Christian beliefs through drama:</i> exploring differing images of God; exploring images of the Spirit; exploring the idea of humans being co-creators with God; exploring challenging Christian beliefs (e.g. non-violence, preferential option for the poor, stewardship of the earth); devising a new model of Church; imagining the trip to Compostela (work out the route you might take to get there, tensions on the way); dramatising practices the support a Christian identity; exploring tensions (e.g. the Early Christians have to decide whether to let Gentiles into the community or not); developing a code of conduct for a religion; exploring ways of welcoming people of other cultures and religious traditions; constructing scenarios of how God can be present in relationships; imagining a dialogue between people of different faiths; exploring religious prejudice.</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Exploring Christian moral values and teachings:</i> e.g. exploring how one might witness to a Christian value that is counter-cultural; practising skills in order to relate to others in peaceful, tolerant and non-discriminatory ways; developing strategies to promote a more just society.</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Identifying debating and resolving moral dilemmas in life, in story and other texts:</i> creating your own moral maxims and dramatising dilemmas based on these rules; arguing for or against an issue.</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Dramatising Sacred Scripture:</i> developing Biblical language through a process drama; creating a mock interview with a Biblical character; presenting variant or alternative positions to those of the story (e.g. creating a new creation myth); choosing key symbols from within a Sacred Scripture drama that collectively distinguish the story (e.g. Prodigal Son – corn, coins, pig, ring); dramatising the meaning of a Sacred Scripture text for the original and contemporary audience; performing puppet plays with jointly constructed scripts involving the characters from Sacred Scripture stories; Scripture character-in-role, telling the story from differing points of view; putting a modern twist on a story; devising a script for a Sacred Scripture story to move into drama texts; inventing an extra character/group whom Jesus might meet and doing a scene he might have with them.</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Reflecting on drama:</i> e.g. evaluating the truth/rightness of character's actions and words; applying ideas and principles; interpreting figurative language and imagery; 'hot-seating' Biblical characters and religious figures to explore the motives which influenced their choices.</li> </ul>

## Appendix B

	<ul style="list-style-type: none"> <li>• Exploring 'crises' of meaning that have emerged in relation to their own spirituality/ religion through drama: e.g. exploring the pressures that require them to repress or deny the spiritual dimension of life; examining the way their attention can be diverted away from what really matters to them in this culture; examining the conflicts between Christian values and money culture; examining the concept of consumerism; exploring images of self offered by contemporary culture.</li> </ul>
	<ul style="list-style-type: none"> <li>• Researching and evaluating the spirituality of significant people for resources for their own spiritual lives e.g. making an 'in character' presentation about a significant person and how their spirituality influenced others.</li> </ul>

### 5. Physical Education

#### Religious Education

- promotes healthy living – mind, body and spirit
- promotes equality (fair-play) and sensitive co-operation with others
- promotes physical expression (dance, expressive movement, prayer gestures, participation in ritual), creative and aesthetic development
- will integrate with the following strands of the PE Curriculum:

Strand	<b>First and Second</b>
Dance	<ul style="list-style-type: none"> <li>• Religious gestures for rituals (e.g. bowing and genuflecting, sign of peace, actions to accompany the Our Father).</li> <li>• Using periods of stillness for reflection and prayer.</li> <li>• Learning how to relax the body.</li> </ul>

Strand	<b>Third and Fourth</b>
Dance	<ul style="list-style-type: none"> <li>• Liturgical Dance.</li> <li>• Creating a personal prayer through dance.</li> <li>• Illustrating favourite words in a psalm through dance.</li> <li>• Communicating spiritual moods and feelings through movement.</li> </ul>

Strand	<b>Fifth and Sixth</b>
Dance	<ul style="list-style-type: none"> <li>• Liturgical Dance.</li> <li>• Creating dances to unfold religious narratives and ideas (e.g. the Exodus story).</li> </ul>

# Appendix B

## 6. Social, Personal and Health Education

### Religious Education

- promotes self awareness, as children become aware of the spiritual and religious dimensions of their being
- offers a basis for self-esteem and self-worth in God's love for every person
- teaches about the moral dimensions of life including relationships, diversity, and how to challenge prejudice, racism, discrimination, and bullying
- invites children to explore religious teachings on life, leisure, relationships and human sexuality, marriage and family life
- enables children to make informed decisions and to express their own views in a respectful manner
- enables children to recognise and name their own and other's feelings and those of characters in stories
- helps children become aware of and discerning about the various influences on choices and decisions (SPHE Curriculum 10)
- develops social skills of communication, co-operation, and conflict resolution (SPHE 10)
- helps children to develop skills for meeting and encountering people whose beliefs, views and lifestyles are different from their own.

### Citizenship

#### Religious Education

- develops children's knowledge and understanding about the diversity of cultural and religious identities in Ireland and the need for mutual respect and understanding
- offers opportunities to raise contemporary spiritual, moral, social, cultural and ethical issues in a local and global context and teaches children how to resolve conflict fairly
- promotes respect for social responsibility, community cohesion, diversity and challenges religious prejudice, stereotyping and discrimination
- enables children to develop communication skills essential to participation in public debate in a democracy
- develops children's knowledge of the positive contributions of religious groups to Irish society (SPHE Curriculum 10)
- Promotes the value of a just and caring society and helps children understand the importance of seeking truth and peace (SPHE Curriculum 10)
- Will integrate with the following strands of the **SPHE Curriculum**:

Strands	<b>Infants</b>
<i>Myself</i>	<ul style="list-style-type: none"> <li>• Human dignity (Morality strand unit).</li> <li>• RSE in the Christian context (Morality strand unit).</li> <li>• Exploring God's love as reflected in self.</li> <li>• Showing respect towards self.</li> <li>• Recognising my feelings.</li> <li>• Exploring creation through the senses.</li> </ul>

## Appendix B

<i>Myself and others</i>	<ul style="list-style-type: none"> <li>• Showing respect towards others and their property.</li> <li>• Identifying the cultural/religious identity of others.</li> <li>• Respecting and responding to difference and diversity among peers.</li> <li>• Recognising the feelings of others.</li> <li>• Importance of using our gifts to help others.</li> <li>• Christians help the poor.</li> <li>• Stories that encourage awareness of others and respect for diversity and difference.</li> <li>• Understanding fair reciprocity.</li> </ul>
<i>Myself and the wider world</i>	<ul style="list-style-type: none"> <li>• Social Teaching (see Morality strand unit).</li> <li>• Christians respect and care for all creation.</li> <li>• Recognising and appreciating how people in the Church serve the local community.</li> </ul>

Strands	<b>First and Second Classes</b>
<i>Myself</i>	<ul style="list-style-type: none"> <li>• Human Dignity (Morality strand unit).</li> <li>• Human Freedom and Responsibility (Morality strand unit).</li> <li>• Exploring personal skills, abilities and achievements as well as personal limitations and weaknesses.</li> <li>• Critically evaluating moral choices (making decisions)</li> <li>• Respect for the body created by God.</li> <li>• God's presence with us as we grow and change.</li> <li>• Identifying factors that promote spiritual growth and change.</li> </ul>
<i>Myself and others</i>	<ul style="list-style-type: none"> <li>• Social Teaching (Morality strand unit).</li> <li>• RSE in a Christian context (Morality strand unit).</li> <li>• Treating others with respect.</li> <li>• Bullying and the Sacrament of Reconciliation.</li> </ul>
<i>Myself and the wider world</i>	<ul style="list-style-type: none"> <li>• Responsibility to care for God's creation.</li> <li>• Developing a sense of belonging to the local community.</li> <li>• Appreciating the diversity of religious groups in the community.</li> </ul>

## Appendix B

Strands	Third and Fourth Classes
<i>Myself</i>	<ul style="list-style-type: none"> <li>• Human dignity (Morality strand unit).</li> <li>• Human freedom and responsibility (Morality strand unit).</li> <li>• Understanding the call to develop their gifts and talents and to share them with others.</li> <li>• Developing their understanding of freedom of choice, moral judgement and human responsibility (personal and social).</li> <li>• Recognising their own limitations.</li> <li>• Growing in understanding of their own growth, emotionally, mentally and <i>spiritually</i>.</li> <li>• The human body dependent on God who gives and sustains life.</li> <li>• Making decisions: exploring the motives and emotions that influence choices.</li> </ul>
<i>Myself and others</i>	<ul style="list-style-type: none"> <li>• RSE in a Christian Context (Morality strand unit).</li> <li>• Social Teaching (Morality strand unit).</li> <li>• Developing an ethic that respects, defends and promotes the rights and wellbeing of every person.</li> <li>• Learning interpersonal skills in order to relate to others in peaceful, tolerant and non-discriminatory ways.</li> <li>• Appreciating that relationships involve response and responsibility.</li> </ul>
<i>Myself and the wider world</i>	<ul style="list-style-type: none"> <li>• Researching other religious faith communities.</li> <li>• Investigating ways of welcoming and learning about and from people from other religious faiths in Ireland.</li> <li>• Environmental care.</li> </ul>

## Appendix B

Strands	<b>Fifth and Sixth Classes</b>
<i>Myself</i>	<ul style="list-style-type: none"> <li>• Human Dignity (Morality strand unit).</li> <li>• Human Freedom and Responsibility (Morality strand unit).</li> <li>• RSE in the Christian context (Morality strand unit).</li> <li>• Reflecting on practices that support the values and ideals that are important to them</li> <li>• Examining the cost and challenge of living morally.</li> <li>• Discerning and evaluating the values, attitudes and expectations with which they are surrounded in contemporary culture.</li> <li>• As I grow I change <i>spiritually</i>.</li> <li>• Examining how being religious influences decisions.</li> </ul>
<i>Myself and others</i>	<ul style="list-style-type: none"> <li>• The Christian family.</li> </ul>
<i>Myself and the wider world</i>	<ul style="list-style-type: none"> <li>• Social Teaching (Morality strand unit).</li> <li>• Critically reflecting on the Media and popular culture from a Christian perspective.</li> <li>• Developing strategies to promote a more just society.</li> <li>• Examining the contribution made to the community by religious groups (citizenship).</li> <li>• Exploring inequality and justice issues (poverty, homelessness, prejudice, discrimination, stereotyping) and how they might be addressed.</li> <li>• Developing an understanding of the importance of ecumenical activity and inter-religious dialogue.</li> <li>• Learning about other world faiths.</li> <li>• Examining how religions co-operate together to work for social justice.</li> </ul>

## Appendix C

### Summary Chart: Curriculum Strands and Strand Units

	Preschool	Level 1 Years 1 & 2	Level 2 Years 3 & 4
Christian Faith	Mystery of God. Mystery of Jesus Christ. Creation. Mystery of the Church. Eternal Life.	Mystery of God. Mystery of Jesus Christ. Creation. Mystery of the Church. Eternal Life.	Mystery of God. Mystery of Jesus Christ. Mystery of the Holy Spirit. Creation. Mystery of the Church. Mary. Eternal Life. Other Religious Traditions.
Word of God	Bible. Sacred Scripture.	Bible. Sacred Scripture. • God's Loving Plan of Salvation. • Jesus' Birth and Youth. • Jesus' Public Life. • Passion, Death and Resurrection.	Bible. Sacred Scripture: • God's Loving Plan of Salvation • Jesus' Birth and Youth • Jesus' Public Life • Jesus' Passion and Death • Jesus' Resurrection and Pentecost.
Liturgy & Prayer	Prayer: • Prayer Gestures • Formal Prayer • Mass Responses • Spontaneous Prayer. Liturgical Year. Mass.	Prayer: • Formal prayer • Additional prayers • Spontaneous Prayer. Liturgical Year. Sacraments. Mass.	Prayer: • Formal prayer • Additional prayers. Liturgical Year. Sacraments. Mass.
Christian Morality	Human Dignity. RSE in a Christian context.	Human Dignity. Social Teaching of the Church. RSE in a Christian context.	Human Dignity. Human Freedom and Responsibility. God's Graceful Presence and Assistance. Social Teaching of the Church. RSE in a Christian context.

## Appendix C

### Curriculum Strands and Strand Units

	Level 3 Years 5 & 6	Level 4 Years 7 & (8 ROI)
Christian Faith	Mystery of God. Mystery of Jesus Christ. Mystery of the Holy Spirit. Creation. Mystery of the Church/Kingdom. Mary. Eternal Life. Other Religious Traditions.	Mystery of God. Mystery of Jesus Christ. Mystery of the Holy Spirit. Creation. Mystery of the Church/Kingdom. Mary. Eternal Life. Other Religious Traditions.
Word of God	Bible. Sacred Scripture: <ul style="list-style-type: none"> <li>• God's Loving Plan of Salvation</li> <li>• Jesus' Birth and Youth</li> <li>• Jesus' Public Life</li> <li>• Jesus' Passion and Death</li> <li>• Jesus' Resurrection and Ascension</li> <li>• Pentecost.</li> </ul>	Bible. Sacred Scripture: <ul style="list-style-type: none"> <li>• God's Loving Plan of Salvation</li> <li>• Jesus' Birth and Youth</li> <li>• Jesus' Public Life</li> <li>• Jesus' Passion and Death</li> <li>• Jesus' Resurrection and Ascension</li> <li>• Pentecost.</li> </ul>
Liturgy & Prayer	Prayer: <ul style="list-style-type: none"> <li>• Formal prayer</li> <li>• Additional prayers.</li> </ul> Liturgy. Liturgical Year. Sacraments. Mass.	Prayer: <ul style="list-style-type: none"> <li>• Formal prayer</li> <li>• Additional prayers.</li> </ul> Liturgy. Liturgical Year. Sacraments. Mass.
Christian Morality	Human Dignity. Human Freedom and Responsibility. God's graceful Presence and Assistance. Social Teaching of the Church. RSE in a Christian context.	Human Dignity. Human Freedom and Responsibility. God's graceful Presence and Assistance. Social Teaching of the Church. RSE in a Christian context.



## Glossary

**Assessment is for learning:** ‘Any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupils’ learning. It thus differs from assessment designed primarily to serve the purposes of accountability, or of ranking, or of certifying competence. An assessment activity can help learning if it provides information to be used as feedback, by teachers, and by their pupils in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged. Such assessment becomes “formative assessment” when the evidence is actually used to adapt the teaching work to meet learning needs’.<sup>19</sup>

**Biblical literacy** refers to children’s developing capacity to appreciate the uniqueness of the Bible as the divinely inspired Word of God and to develop the basic skills needed to read it with a critical and creative imagination (e.g. understanding metaphor, finding a Bible reference, understanding the structure of the Bible). It is the Church as a community with a living Tradition that provides the context for doctrinal and moral interpretation of Sacred Scripture.

**Catechesis** describes the educational process whereby the Good News of the gospel is announced and the faith of the Church is handed on to believers in the Church community. Catechesis presumes an initial conversion and openness to ongoing conversion. Through the experience of learning about the faith, liturgy, morality and prayer, ‘catechesis prepares the Christian to live in community and to participate actively in the life and mission of the Church’ (GDC 86).

**Christian Spirituality:** ‘In effect the term spirituality means a mode or form of life in keeping with Christian demands. Spirituality is “life in Christ” and “in the Spirit”, which is accepted in faith, expressed in love and inspired by hope, and so becomes the daily life of the Church community. In this sense, by spirituality, which is the goal of conversion, we mean “not a part of life, but the whole of life guided by the Holy Spirit”. Among the many elements of spirituality which all Christians must make their own, prayer holds a pre-eminent place. Prayer leads Christians “little by little to acquire a contemplative view of reality, enabling them to recognise God in every moment and in everything; to contemplate God in every person; to seek his will in all that happens” ... Christian spirituality is nourished above all by a constant sacramental life, since the Sacraments are the root and endless source of God’s grace which believers need to sustain them on their earthly pilgrimage ... It should also be noted that this spirituality is not opposed to the social responsibilities of the Christian life. On the contrary, in following the path of prayer, believers become more conscious of the Gospel’s demands and of their duties towards others.’ (John Paul II, *Post-Synodal Apostolic Exhortation Ecclesia in America*, 22 January 1999, 29)

**Contemplative Prayer** is a form of prayer where one quiets and stills the mind and body so as to become receptive to the communication of God in the silence and depth of one’s own heart. The gift of contemplative prayer enables the person to see and respond to God’s purposes in the world.

**Conversion** describes the opening of a human person to God’s love. It literally means ‘to turn around’ or ‘to change direction’. It is a turning away from sin and selfishness and a re-orientation of one’s desires, thought processes and actions towards God. Conversion is first of all a work of the grace of God (CCC 1427-39).

<sup>19</sup> Black et al., *Assessment for Learning: Putting it into Practice* (2002), p. 1.

## Glossary

**Curriculum** describes any programme of study or training. A distinction can be made between curriculum as content (what needs to be studied) and curriculum as process (educational activities that have intrinsic value, regardless of any visible outcome or product). In this curriculum the content is described as ‘knowledge and concepts’ and the processes are described as ‘skills’. The ‘skills’ are based on a holistic theory of knowing that assumes that the process of coming to ‘know’ in Christian faith includes cognitive, affective and behavioural dimensions. The **Spiral Curriculum** is a curriculum structured on consecutive levels in which concepts and skills are revisited at each level so that children’s learning develops in complexity and richness.

**Doctrine** refers to what the Church believes, teaches and confesses. Church doctrines are those aspects of Christian teaching which faithfully interpret the meaning of the words and deeds of Christ (e.g., the doctrines of God, Christ, the Holy Spirit and Salvation). The Church’s doctrine expresses the fullness of divine revelation.

**Ecumenism** refers to dialogue between Christians, with the aim of restoring unity in Christ, in one visible Church.

**Grace:** ‘Grace is *favour*, the *free and undeserved* help that God gives us to respond to his call to become children of God, adoptive sons, partakers of the divine nature and of eternal life. Grace is *participation in the life of God*. The grace of Christ is the gratuitous gift that God makes to us of his own life, infused by the Holy Spirit into our soul to heal it of sin and to sanctify it. It is the *sanctifying or deifying* grace received in Baptism. It is in us the source of the work of sanctification’ (CCC 1996, 1997, 1999, 2020–24).

**Holistic:** A holistic approach to education attends to the whole person and to his/her capacities for full human development. A holistic understanding of the person includes his/her physical, intellectual, affective, aesthetic, spiritual, moral and religious development. A holistic approach to Religious Education pays attention to the cognitive, affective and behavioural aspects of religious faith.

**Inter-religious dialogue** refers to dialogue between the various religions of the world. The aim is growth in respect and understanding for the purpose of peace and the growth of the Kingdom of God. Saint John Paul II defined such dialogue as a way of living in positive relationship with others.

**Inter-Religious Education** involves learning about and from the religious faiths of others, while growing in understanding of one’s own religious faith. The goal of such learning is a greater understanding of self and other which enables the development of a rooted and adaptive Christian religious identity capable of healthy inter-religious living in a multi-religious world. Inter-Religious Education invites young children to deepen their awareness and knowledge of difference, to respect the religious faiths and/or beliefs of others, to develop positive attitudes towards people of other faiths, to enter into respectful dialogue with others, and to grow in appreciation of their own religious experience, commitment and beliefs in light of the experiences, commitments and beliefs of others.

## Glossary

**Kingdom of God:** The coming of the Kingdom (Reign) of God was the main focus of Jesus' mission and preaching. It is the central theological symbol for understanding his ministry. As a symbol the Kingdom of God suggests God's saving power in history. As a metaphor it expresses God's promise of peace and justice, love and freedom, of fullness of life for all. Jesus' redemptive death and Resurrection accomplished the coming of the Kingdom. The Church is the beginning and seed of the Kingdom on earth, and the ultimate fulfilment of the Kingdom is in Jesus' Second Coming at the end of time.

**Religious Education:** 'Religious education is a process that contributes to the faith development of children, adolescents and adults. Religious education helps people to develop religious ways of thinking, feeling and doing, which give expression to the spiritual, moral and transcendent dimensions of life and can lead to personal and social transformation. Religious education can also teach people to think profoundly, allowing them to make free and consistent choices in the way they live their religious, and other, commitments' (*Share the Good News*, 38).

**Tradition** is the living transmission of the message of the gospel in the Church (CCC 81).

# Abbreviations

## Ecclesial Documents

- AG: *Ad Gentes*. Decree on the Missionary Activity of the Church  
*Attitude of the Church towards the followers of Other Religions*
- CCC: *Catechism of the Catholic Church*
- CD: *Decree on the Pastoral Office of Bishops in the Church*
- CSDC: *Compendium of the Social Doctrine of the Church*
- CPMS: *Consecrated Persons and their Mission in Schools*
- CS: *The Catholic School*
- CSTTM: *The Catholic School on the Threshold of the Third Millennium*
- CT: *Catechesi Tradendae*. On Catechesis in our Time
- DCM: *Directory for Masses with Children*
- DeV: *Dominum et Vivificantem*. The Holy Spirit in the Life of the Church and the World
- DH: *Dignitatis Humanae*. The Declaration on Religious Liberty
- DP: *Dialogue and Proclamation*
- DM: *Dives in Misericordia*. The Mercy of God
- DS: *Enchiridion Symbolorum*
- DV: *Dei Verbum*. The Dogmatic Constitution on Divine Revelation
- EG: *Evangelii Gaudium*. Apostolic Exhortation on the Proclamation of the Gospel in Today's World
- EGHL: *Educational Guidance in Human Love*.
- EIDCS: *Educating to Intercultural Dialogue in Catholic Schools*
- EN: *Evangelii Nuntiandi*. On Evangelisation in the Modern World
- FC: *Familiaris Consortio*
- FD: *Fidei Depositum*. Apostolic constitution on the publication of the *Catechism of the Catholic Church*
- GCD: *General Catechetical Directory*, Congregation for the Clergy, 1971
- GDC: *General Directory for Catechesis*, Congregation for the Clergy, 1997
- GIRM: *General Instruction of the Roman Missal*
- GS: *Gaudium et Spes*: The Pastoral Constitution on the Church in the Modern World
- HS: *The Truth and Meaning of Human Sexuality*
- LCS: *Lay Catholics in Schools: Witnesses to Faith*
- LF: *Lumen Fidei*. Encyclical Letter of Pope Francis on Faith
- LG: *Lumen Gentium*: The Dogmatic Constitution on the Church
- MC: *Marialis Cultus*. For the Right Ordering and Development of Devotion to the Blessed Virgin Mary
- MD: *Mulieris Dignitatem*. On the Dignity and Vocation of Women
- MF: *Mysterium Fidei*. Encyclical of Paul VI on the Holy Eucharist
- NA: *Nostra Aetate*. Decree on the Relation of the Church to non-Christian Religions
- PO: *Presbyterorum ordinis*: Decree on the Ministry and Life of Priests
- PT: *Pacem in Terris*. Encyclical of Pope John XXIII on Establishing Universal Peace in Truth, Justice, Charity and Liberty
- RDECS: *The Religious Dimension of Education in the Catholic School*
- RH: *Redemptor Hominis*
- Rmat: *Redemptoris Mater*
- RM: *Redemptoris Missio*
- RP: *Reconciliatio et paenitentia*. Reconciliation and Penance
- SC: *Sacrosanctum Concilium*. Constitution on the Sacred Liturgy
- SRS: *Sollicitudo Rei Socialis*

# Abbreviations

UR: *Unitatis Redintegratio*. The Decree on Ecumenism

VS: *Veritatis Splendour*. Splendour of the Truth

## Irish Ecclesial Documents

CE: *The Cry of the Earth: A Pastoral Reflection on Climate Change*, Irish Catholic Bishops' Conference

CPS: *Catholic Primary Schools: A Policy for Provision into the Future*, Irish Catholic Bishops' Conference

PM: *Proclaiming the Mission: The Distinctive Philosophy and Values of Catholic Education*, The Catholic Bishops of Northern Ireland

SGN: *Share the Good News: National Directory for Catechesis in Ireland*, Irish Episcopal Conference

LFL: *Love is for Life*, Pastoral letter of the Irish Episcopal Conference

V08: *Vision 08: A Vision for Catholic Education in Ireland*, Irish Catholic Bishops' Conference

## Education Documents

Ais: *Aistear: The Early Childhood Curriculum Framework* (Dublin: NCCA, 2009).

CSRE: *Joint Syllabus for Northern Ireland* (1996).

PSC: *Primary School Curriculum*, Department of Education and Science (1999).