



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Phase 5: Religious Education Statements 2023/2024

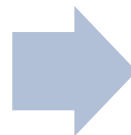
1st Years

- **New
Statements
Only**



2nd Years

- **New
Statements
Only**



3rd Years

- **New
Statements
Only**

Introductory text for JCSP Statements Supporting The Junior Cycle Religious Education

The statements below were developed with input from a number of practicing Religious Education teachers in JCSP schools. They are offered **as one possible model** that teachers may use to approach the new Junior Cycle Religious Education Specification. They will be adjusted over time based on feedback from teachers in JCSP schools.

The new Religious Education Specification may be accessed in full at www.curriculumonline.ie.

In addition, support for teaching of the Junior Cycle Specification may be accessed through the Junior Cycle for Teachers (JCT) Religious Education team at www.jct.ie.

It is important to note that the statements below offer a sample approach for the creation of Junior Cycle Religious Education statements. They do not cover all of the learning outcomes which are expected to be taught in the new junior cycle course.

June 2022

Area of Experience

Religious Education

Religious Education

Student:

Class:

At Junior Cycle level I can:

Date Commenced: / /

Date Awarded: / /

REJC1 I understand and respect the different ways that people express their beliefs and values, religious or otherwise

☐☐☐

REJC2 I can explore questions about the meaning of life and possible responses, religious or otherwise

☐☐☐

REJC3 I can describe how particular values and/or beliefs can influence moral decision making

☐☐☐

Work begun ☐☐☐ | Work in progress ☐☐☐ | Work completed ☐☐☐

I understand and respect the different ways that people express their beliefs and values, religious or otherwise

RE

Statement Code: REJC1

Student:

Class:

I can

I have begun ☐☐☐ | I am working on this ☐☐☐ | I can ☐☐☐

This has been demonstrated by my ability to:

- | | |
|---|--|
| 1. Name the five major world religions found in Ireland today | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2. State one key belief associated with each of the five major world religions found in Ireland today | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. Describe how a person's religious beliefs could influence the daily life of a member of one of the five major world religions found in Ireland today | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. Explain two ways in which Christianity has influenced Irish culture and heritage | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5. Describe how rituals (religious or otherwise) help people express their beliefs at important times in their lives | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6. Describe the role of prayer in the lives of people of faith | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7. Explain how one sacred text came about and why it is important for members of one major world religion | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8. Identify ways in which people of different religious faiths and beliefs are working together to promote peace in the world today | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9. Research the founding vision of an organisation (religious or otherwise) and explain how it encourages its members to work for justice, peace and/or reconciliation in the world today | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Reflecting on my learning...

One thing I did well...

One thing I did to improve...

I really enjoyed...

because...

I can explore questions about the meaning of life and possible responses, religious or otherwise

RE

Statement Code: REJC2

Student:

Class:

I can

I have begun ☐☐☐ | I am working on this ☐☐☐ | I can ☐☐☐

This has been demonstrated by my ability to:

- | | |
|--|--|
| 1. Explain what is meant by 'a question of meaning' and give an example | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2. Identify one example of how the search for meaning of life can be seen in either a painting, song or film | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. Present a religious response to a big question about the meaning of life | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. Present a non-religious response to a big question about the meaning of life | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5. Explain an understanding of the Divine found in one major world religion | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6. Tell the story of the founder/founding story of a major world religion | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7. Create a timeline showing the important times in the history of a major world religion | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8. Explain how a person's faith can change at different stages of their life | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9. Describe one religious or non-religious view of creation | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Reflecting on my learning...

One thing I did well...

One thing I did to improve...

I really enjoyed...

because...

I can describe how particular values and/or beliefs can influence moral decision making

RE

Statement Code: REJC3

Student:

Class:

I can

I have begun ☐☐☐ | I am working on this ☐☐☐ | I can ☐☐☐

This has been demonstrated by my ability to:

- | | |
|--|--|
| 1. Discuss how one of the following (home/ friends/ school/ state/ religion) could be a source of values | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2. Explain what it means to be moral | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. State a religious moral code from one of the five major world religions | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. List the steps involved in making a moral decision | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5. Discuss the different views that people may have on a moral issue | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6. Suggest one way in which compassion can be seen in the actions of members of a major world religion | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7. Research ways that the members of one major world religion promotes care for the earth today | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Reflecting on my learning...

One thing I did well...

One thing I did to improve...

I really enjoyed...

because...