

*Suggested*

*Senior Cycle Non-Exam*

*Religious Education*

*Scheme of Work*

# **Suggested Scheme of Work**

## **for Senior Cycle**

## **3 Year Cycle**

**(based on curriculum framework or senior cycle and Bishops Guidelines)**

The Framework document is designed as a two year framework but can be extended to cover a three year senior cycle if transition year is to be included.

Each section is presented in two parts. The first part sets out the topics to be covered in the section and the expected learning outcomes. The second part offers a range of possible explorations of each theme. It is intended the students would complete at least one of these exploration, but a teacher/school may decide to offer opportunities for students to pursue all explorations of a particular section.

The explorations have been carefully designed to offer opportunities and support for a variety of learner styles and methodologies including:

- Group work
- Project work
- Self-directed learning
- Investigations
- Visits and speakers
- Cross curricular linkages
- The use of ICT, particularly the use of the internet.

The framework had been designed with particular sensitivity to the variety of context in which it may be used, religious, social school ethos, etc., In exposing students to a broad range of religious issues, religious traditions and ways of understanding the human search for meaning, the framework can help to the spiritual and moral development of students from all faiths and none. It can also help develop a healthy respect for the belief of others and openness to dialogue in search of mutual understanding.

The use of exploration options at the end of each section will help schools to use the framework in a flexible manner and tailor it to suit both the particular ethos of a school and to the particular interest of students.

The framework is presented in eight parts and it is recommended that students study at least three sections each year. The selection and sequencing of the sections can be varied to suit teacher and student interests. However, it might be useful to use Section A as an introduction to the whole programme of work.

**Section A – The Search for meaning. 4<sup>th</sup> Year Sept. - Christmas**

**Section B – Christianity. 4<sup>th</sup> year Christmas - Easter**

**Section C – Religious faiths in Ireland today. 4th year Easter- Summer**

**Section D - Morality in Action. 6<sup>th</sup> Year September - Christmas**

**Section E – God Talk. 5<sup>th</sup> Year September to Autumn Midterm**

**Section F -A living faith – doing justice. 5<sup>th</sup> Year Autumn – Midterm- Spring midterm**

**Section G – Celebrating faith. 5<sup>th</sup> Year Spring Midterm – Summer.**

**Section H – Story. 6<sup>th</sup> Year. Christmas- Easter**

At all times it is expected that the Religious Education teacher makes his/her class aware of the liturgical year and celebrates this with their students.

# **4<sup>th</sup> Year**

**September- Christmas**

**Section A. The Search for Meaning.**

## **Topic 1**

**Searching**

- 1.** Contemporary expression of the search for Meaning.
- 2.** The great questions concerning the goal and purpose of life, the meaning of good and evil and the experience of suffering
- 3.** Avoiding the search – the experience of indifference.

## **Topic 2**

**Symbol**

- 1.** Different kinds of symbols.
- 2.** The importance of the symbolic in the secular and in the sacred world.
- 3.** The power of the symbolic.
- 4.** New symbols for a new age.

## **Topic 3**

**Religious faith – a Response to Life's Search for meaning.**

- 1.** The meaning of suffering and evil as understood
- 2.** Examples of people whose lives are influenced By their faith.
- 3.** Spirituality – one's way of life.
- 4.** Contemporary expressions of a new spirituality.
- 5.** The role of religious faith in Ireland today.

## **Christmas – Easter**

### **Topic 1**

#### **Jesus – His life and times**

## **Section B Christianity**

- 1.** The political, social and religious systems Palestine at the time of Jesus.
- 2.** Historical evidence for Jesus.
- 3.** Different expectations of the Messiah at the time of Jesus.
- 4.** Jewish understanding of the kingdom of God.
- 5.** Jesus' vision of the kingdom of God.
- 6.** Jesus' message in conflict with the establishment.

### **Topic 2**

#### **The early Christian Movement**

- 1.** The death and resurrection of Jesus - a challenge to his followers
- 2.** The first Christian communities as seen through the writings of Paul
- 3.** Belief, behaviour and lifestyles of the early Christian communities.
- 4.** Tensions within the community and with the wider world.
- 5.** How did the community move from Palestine to Rome – Key moments along the way.
- 6.** Archaeological evidence of the first Christian communities.

### **Topic 3**

#### **Returning to origins.**

- 1.** Returning to origins as a pattern in religious and secular instructions
- 2.** The purpose and effect of rediscovering the founding vision.
- 3.** Returning to origins as a pattern Christianity.

**Topic 1**

**Religion – a rich  
Tapestry of beliefs**

1. Religious traditions in Ireland.
2. Religious trends in Ireland
3. living with diversity – opportunity or threat.
4. Interfaith dialogue

**Topic 2**

**A closer look at two  
major living traditions**

Select Christianity and one of the following  
Christianity, Judaism, Buddhism,  
Hinduism  
and explore:

1. Its origins, founder and location
2. Its image of salvation/liberation
3. Its image of the human person
4. The way ‘community’ is organised by each tradition
5. The role of ritual and celebration in each tradition
6. The place of women and men within each tradition

**Topic 3**

**New religious movement**

1. What is a cult?
2. What is a sect?
3. The relationship between traditional religions and new religious movements.
4. A study of one new religious movement including its foundation major beliefs and lifestyles of members.

# **5<sup>th</sup> Year**

**September – Autumn Midterm**

## **Topic 1**

**My image of God**

**Section E      God Talk**

1. My image of God
2. Images of God in art/music/literature and contemporary culture.
3. ‘God of the gaps’.

## **Topic 2**

**Images of God  
In Sacred Text**

1. Gendered images of God in sacred texts.
2. The relationship between images of God in sacred texts and the place of men and women in their traditions and worship.

## **Topic 3**

**God ‘in the bits’ in  
Pieces of the everyday**

1. Implications of images of God for life.
2. Signs and rituals – special moments of God’s presence.
3. Non-Christian ritual

**Autumn midterm – Spring Midterm**

**Section F. A living faith – Doing Justice**

## **Topic 1**

**Social analysis**

1. Reflect on one’s own situation and context in the light of questions of Power, resources, meaning, values and relationships.
2. Identify key economic, political, cultural and social structures.
3. Explore how structures function to maintain the ‘status quo’.
4. Social analysis – a tool in religious and secular teaching.

## **Topic 2**

### **Justice – at the Heart of it all.**

1. Different secular understandings of ‘justice’.
2. Understandings of justice from Different faith communities.
3. The Judeo-Christian vision of justice.
4. Jesus and Justice.

## **Topic 3**

### **Justice in action**

1. The link between justice and peace.
2. Is war ever justified?
3. Why are people hungry?
4. Human rights- God-given?  
(exploration of issues of racism sexism etc)
5. Care for the earth.
6. Organisations who work for justice from a religious vision.

## **Spring Midterm-Summer**

### **Section G. Celebrating Faith**

## **Topic 1**

### **The world of ritual**

1. Human beings as ritual makers.
2. Secular ritual in contemporary culture.
3. Religious ritual in contemporary culture.

## **Topic 2**

### **Prayer**

1. Exploring prayer as a need to Communicate with God.
2. The nature and function of prayer
3. Examples of prayer from different religious traditions.
4. Sacred spaces.

## **Topic 3**

### **Meditation and Contemplation**

- 1.** The human need for reflection in a busy world.
- 2.** The place of meditation in two major world religions.
- 3.** The use if sacred and inspirational texts in meditation.
- 4.** The use of mantra in meditation.
- 5.** Origins and development of some contemplative traditions.
- 6.** Some modern expressions of this tradition

# 6<sup>th</sup> Year

September – Christmas

**Section D Morality in Action**

## **Topic 1**

**Becoming moral**

### **Content**

1. Why be moral?
2. Historical perspectives on morality.
3. Stages of moral development.
4. Influences on moral principles:  
Peers, family, media culture, religion  
Etc.,
5. Conscience – how is it developed?  
What is an informed conscience?  
The role of religion in informing  
conscience?
6. Personal and structural sin.

## **Topic 2**

**Morality and religious belief**

### **Content**

1. Understand the difference between the religious and moral person.
2. Jesus ethical vision of ‘right relationship’
3. The influence of Jesus Jewish Background on his moral vision-e.g. the Golden rule.
4. The Christian understanding of sin and reconciliation.
5. The ethical vision of another faith tradition.

## **Topic 3**

**Moral dilemmas**

### **Content**

1. The process of moral decision-making.
2. Examples of moral decision-making in action.
3. The role of religion in moral decision-making

# **6<sup>th</sup> Year**

**Christmas – Easter**

**Section H. Story**

**Topic 1**

**Story**

- 1.** Who tells the stories?
- 2.** What kinds of story dominate our culture?
- 3.** Stories that carry meaning and have transformative power. Examples from contemporary culture. examples from the sacred texts.

**Topic 2**

**What is truth?**

- 1.** The meaning of truth in a world of relativism.
- 2.** If it's not "True" does it exist?
- 3.** Truth and sacred texts.
- 4.** Interpreting sacred texts with adult eyes.

**Topic 3**

**God's unfolding  
Story**

- 1.** God's story in many forms – the meaning of revelation in religious traditions.
- 2.** Where is God speaking today?
- 3.** All part of God's story?  
The student's story

**Easter – Summer**

**Graduation Preparation**