

‘Considering possible links between Junior Cycle Religious Education and Level 2 Learning Programme (PLUs)’

	Elements of the Priority Learning Unit	Level 2 Learning Outcomes	Curriculum Specification for Junior Cycle: Suggested Links to Learning Outcomes
Communication and literacy	Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener	1.3 follow a series of spoken instructions under supervision, e.g. go to teacher’s room, local shop, or post office, top up a mobile telephone 1.4 express personal opinions, facts and feelings appropriately, e.g. expressing an opinion on a television programme, relate news from their weekend 1.5 participate in practical, formal and informal communications, e.g. an interview or a parent teacher meeting, an interview with peers on interest related topics, chatting while out with friends, making announcements on the school intercom 1.6 listen to and respond to a range of stories	1.1 present the key religious beliefs of the five major world religions found in Ireland today 1.7 discuss the significance of non-religious rituals/celebrations for people’s lives 1.8 describe the role of prayer in the lives of people of faith 2.9 describe how the faith of a believer can change at different stages in life 3.6 debate a moral issue that arises in their lives and consider what influences two different viewpoints on the issue 3.8 explain how an understanding of care for the earth found in a major world religion promotes the wellbeing of all people and the planet and discuss its relevance for today
	Using non-verbal behaviour to get the message across	1.7 identify a range of non-verbal communications methods, e.g. facial expression, tones of voice, symbols, clothing, colours to signal mood/appropriate action 1.8 use appropriate non-verbal behaviour in communicating a simple idea, e.g. disappointment or joy, tone of voice to seek assistance/complain	1.10 discuss the importance of dialogue and interaction between major world religions and within major world religions in promoting peace and reconciliation in the world today 2.8 present stories of individuals or of groups in the history of two major world religions that have had a positive impact on the lives of people because of a commitment to living out their beliefs
	Using expressive arts to communicate	1.22 participate in a performance or a presentation, e.g. presentation of a short drama piece to members of the class, performance of dance or music to parents 1.23 create a range of images using a variety of materials 1.24 produce a piece of work for display 1.25 listen to a range of music and respond by discussing thoughts and feelings, e.g. favourite singer and say why they like their music 1.26 use drama or dance to explore real and imaginary situations	1.5 explore the presence of religious themes in contemporary culture through an examination of art, music, literature or film 2.1 research artistic, architectural or archaeological evidence that shows ways that people have searched for meaning and purpose in life 2.5 create a biography of a founder or early followers of a major world religion, using religious and historical sources of information 2.6 construct a timeline of one major world religion, making reference to key people, times of expansion and times of challenge
	Using suitable technologies for a range of purposes	1.29 use technology to communicate in an activity with others 1.35 access a range of websites on the internet e.g. Scoilnet, websites of personal interest to the student 1.36 find information for a project on the web.	1.2 investigate two communities of faith that have a significant presence in their locality/region (the communities of faith chosen must be associated with two of the five major world religions studied in the specification) 1.4 investigate how Christianity has contributed to Irish culture and heritage 1.11 research religious or other organisations, working at a national or international level to promote justice, peace and reconciliation and consider how their work is an expression of their founding vision 3.7 research the understanding of compassion, justice, peace and reconciliation found in two major world religions and ways in which these understandings can be seen in action
Numeracy	Developing an awareness of time	2.52 solve problems to work out the passage of time, e.g. use the start and finish time to calculate duration of journey or programme, calculate the duration of a specific programme 2.53 find a specified day or date on a calendar or timetable, e.g. my birthday 2.54 match months or activities with their seasons, e.g. matching pictures of the seasons to the relevant months	2.5 create a biography of a founder or early follower of a major world religion, using religious and historical sources of information, to include reference to the context of the time, key moments/events, the founder’s/early follower’s life and message, and impact on the life of followers 2.6 construct a timeline of one major religion and be able to explain the significance of key people, places, texts and events chosen.
Personal care	Being able to manage stress	3.24 demonstrate a relaxation technique, e.g. taking a deep breath	1.8 describe the role of prayer and/or meditation in the lives of people of faith
	Making personal decisions	3.41 list the main values in the student’s life 3.42 describe how values are linked to making decisions in a range of scenarios, e.g. consider peer pressure, possible consequences, having reliable information, physical/emotional state, social expectations 3.43 make a list of what and who can influence decision-making 3.44 identify the choices and consequences involved in an imminent short-term decision 3.45 explore the consequences of decisions made, both while implementing and on conclusion, e.g. stopping smoking, losing weight, saving money	3.1 examine different sources of values and ways in which the values of a person relate to their everyday life choices, their relationships, and their responsibilities to others 3.2 reflect upon and discuss what it means to be moral, why people living in society need to be moral and what are the influences on and sources of authority for a person’s moral decision-making 3.3 examine how a moral decision-making process can help a person decide what is right and wrong in an everyday life situation 3.4 investigate what living a morally good life means with reference to two major world religions and compare with a non-religious world view 3.5 examine how a moral decision-making process can help a person decide what is right and wrong in an everyday life situation 3.6 debate a moral issue that arises in their lives and consider what influences two different viewpoints on the issue
Living in the community	Developing good relationships	4.1 recognise different kinds of relationships, e.g. parent/child, student/teacher, student/student in situations where people speak differently depending on audience, e.g. peers, teachers, parents, other adults 4.3 list ways in which name calling and teasing can be hurtful to self and others 4.4 recognise/list ways in which they would like to be treated 4.5 describe ways of making and keeping friends, e.g. identify traits which are/are not desirable in a friendship 4.6 participate co-operatively in a group situation 4.7 recognise the importance of respect in relationships	1.10 discuss the importance of dialogue and interaction between major world religions and within major world religions in promoting peace and reconciliation in the world today 1.11 research religious or other organisations, working at a national or international level to promote justice, peace and reconciliation and consider how their work is an expression of their founding vision 3.6 debate a moral issue that arises in their lives and consider what influences two different viewpoints on the issue 3.7 research the understanding of compassion, justice, peace and reconciliation found in two major world religions and ways in which these understandings can be seen in action 3.8 explain how an understanding of care for the earth found in a major world religion promotes the wellbeing of all people and the planet and discuss its relevance for today
	Seeking help and advice	4.20 compile a short list of people or groups who can provide support, including personal contacts and groups/organisations 4.21 describe how to contact a range of people or organisations in their local area that can provide help and advice, e.g. local Garda station 4.22 visit a local community organisation and ask for advice	2.7 explore how the religious teachings of a major world religion address an issue of concern for the world today 3.1 examine different sources of values and ways in which the values of a person relate to their everyday life choices, their relationships, and their responsibilities to others

* Links are described as ‘possible’ as teachers/subject departments are best placed to make the relevant direct links to the L2LP Learning Outcomes which they deem appropriate to their students.