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INVESTOR IN PEOPLE

# CORE SYLLABUS

for

*Religious  
Education*

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## Foundation Stage

### LEARNING OBJECTIVE 1: THE REVELATION OF GOD

**Pupils should begin to develop an awareness, knowledge, understanding and appreciation of the key Christian teachings about God (Father, Son and Holy Spirit), about Jesus Christ, and about the Bible; and begin to develop an ability to interpret and relate the Bible to life.**

*Scripture references are given as a guide to teachers and where references are given to one of the Gospels, parallel passages from other Gospels may be used.*

#### God and the Bible

##### **a. God's word.**

Teachers should provide opportunities for pupils to know that for Christians:

- The Bible is the word of God.
- God's will for his people is made clear through the lives of key biblical characters.
- The Bible is used in worship.
- Jesus knew the Scriptures.

##### **b. God's care for creation.**

Teachers should provide opportunities for pupils to know that for Christians:

- God is the creator of all things - *Genesis 1 and 2*.
- Creation is good.



- God cares for the universe, people and animals.

## The Life of Jesus

### c. Birth of Jesus.

Teachers should provide opportunities for pupils to become familiar with:

- The Annunciation by the Angel Gabriel to Mary - *Luke 1:26-38*.
- The journey to Bethlehem - *Luke 2:4-5*.
- The birth of Jesus - *Luke 2:6-7*.
- The Shepherds, the Wise Men, and Herod - *Luke 2:8-20*;  
*Matthew 2:1-12*.

### d. The Ministry of Jesus.

Teachers should provide opportunities for pupils to become familiar with:

- Jesus' teaching about love, forgiveness and obedience.
- The Lord's Prayer - *Luke 11:1-4*.

### e. Death and resurrection.

Teachers should provide opportunities for pupils to become familiar with the main events of the death and resurrection of Jesus:

- His death and burial - *Mark 15:25-37, 15:42-47*.
- The resurrection: the empty tomb - *Mark 16:1-8*.

## Foundation Stage

### LEARNING OBJECTIVE 2: THE CHRISTIAN CHURCH

**Pupils should begin to develop a knowledge, understanding and appreciation of the growth of Christianity, of its worship, prayer and religious language; a growing awareness of the meaning of belonging to a Christian tradition, and sensitivity towards the beliefs of others.**

#### **a. Belonging.**

Teachers should provide opportunities for pupils to appreciate that:

- The way of life in a Christian community involves caring, sharing and praying together.
- We can learn from the lives of people who show us how to belong, share and care for each other.

#### **b. Worship and prayer.**

Teachers should provide opportunities for pupils to appreciate that:

- Praying is a way of talking to God so that we can thank him, praise him, say sorry and ask for help.
- People can worship God in a variety of ways and places.
- During the Church calendar there are special times of celebration.
- There are special occasions in a Christian's life associated with worship.



## Foundation Stage

### LEARNING OBJECTIVE 3: MORALITY

**Pupils should begin to develop their ability to think and judge about morality, to relate Christian moral principles to personal and social life, and begin to develop to identify values and attitudes that influence behaviour.**

**a. Respect for Self.**

Teachers should provide opportunities for pupils to:

- Recognise that each one is unique and special.
- Recognise that they are loved and respected.
- Recognise that they need to care for their bodies.

**b. Respect for each other.**

Teachers should provide opportunities for pupils to:

- Recognise the value of co operation, sharing, helping others, being honest.
- Examine attitudes and behaviour towards other people.
- Show respect for property.

**c. Respect for God.**

Teachers should provide opportunities for pupils to:

- Develop a respect for God and the importance of the two commandments: to love God and to love one another - *Matthew 22:37-40.*

**d. Respect for the environment.**

Teachers should provide opportunities for pupils to:

- Develop a caring attitude towards living things.
- Realise that each person has a responsibility to care for the environment.







## Key Stage 1

### LEARNING OBJECTIVE 1: THE REVELATION OF GOD

**Pupils should develop an awareness, knowledge, understanding and appreciation of the key Christian teachings about God (Father, Son and Holy Spirit), about Jesus Christ, and about the Bible; and develop an ability to interpret and relate the Bible to life.**

*Scripture references are given as a guide to teachers and where references are given to one of the Gospels, parallel passages from other Gospels may be used.*

#### God and the Bible

##### **a. God's word.**

Teachers should provide opportunities for pupils to know that for Christians:

- The Bible is the word of God.
- God's will for his people is made clear through the lives of key biblical characters.
- The Bible is used in worship.
- Jesus knew the Scriptures.

##### **b. God's care for creation.**

Teachers should provide opportunities for pupils to know that for Christians:

- God is the creator of all things.
- Creation is good.



- God cares for the universe, people and animals - *Genesis 1 and 2.*

## The Life of Jesus

### c. Birth and boyhood of Jesus.

Teachers should provide opportunities for pupils to become familiar with:

- The Annunciation by the Angel Gabriel to Mary - *Luke 1:26-38.*
- The visit of Mary to Elizabeth - *Luke 1:39-45.*
- The Roman census – *Luke 2:1-3.*
- The journey to Bethlehem – *Luke 2:4-5.*
- The birth of Jesus – *Luke 2:6-7.*
- The Shepherds, the Wise Men, Herod - *Luke 2:8-20; Matthew 2:1-12.*
- The angel's warning to Joseph about Herod - *Matthew 2:13.*
- The flight to Egypt - *Matthew 2:14-18.*
- The return to Nazareth - *Matthew 2:19-23.*
- Family life and customs in Nazareth.
- The story of Jesus in the temple - *Luke 2:41-52.*

### d. The ministry of Jesus.

Teachers should provide opportunities for pupils to become familiar with:

- Jesus' teaching about love, forgiveness and obedience.
- The Lord's Prayer - *Luke 11:1-4.*

- Miracles of healing - *Mark 5:21-24, and 35-43.*
- Jesus' relationship with God the Father - *Mark 14:32-36.*  
*Luke 10:21-22.*
- Jesus and His friends - *Luke 10:38-42.*

**e. Passion, death and resurrection.**

Teachers should provide opportunities for pupils to become familiar with the main events of the passion, death and resurrection of Jesus:

- His entry into Jerusalem - *John 12:12-16.*
- The Last Supper - *Luke 22:7-20.*
- His betrayal and arrest in the Garden of Gethsemane -  
*Luke 22:47-53.*
- Peter's denial - *Luke 22:54-62.*
- The trial and crucifixion - *Luke 22:66-71, Luke 23:1-43.*
- His death and burial - *Luke 23:44-56.*
- The resurrection: the empty tomb - *Luke 24:1-12.*



## Key Stage 1

### LEARNING OBJECTIVE 2: THE CHRISTIAN CHURCH

Pupils should develop a knowledge, understanding and appreciation of the growth of Christianity, of its worship, prayer and religious language; a growing awareness of the meaning of belonging to a Christian tradition, and sensitivity towards the beliefs of others.

**a. Beginning and growth.**

Teachers should provide opportunities for pupils to appreciate that:

- The way of life in the early Church involved caring, sharing and praying together.
- People have been influential in the growth of the Church.

**b. Worship and prayer.**

Teachers should provide opportunities for pupils to appreciate that:

- People can worship God in a variety of ways and places.
- During the Church calendar there are special times of celebration.
- There are special occasions in a Christian's life associated with worship.



## Key Stage 1

### LEARNING OBJECTIVE 3: MORALITY

**Pupils should develop their ability to think and judge about morality, to relate Christian moral principles to personal and social life, and to identify values and attitudes that influence behaviour.**

**a. Respect for self.**

Teachers should provide further opportunities for pupils to:

- Deepen their understanding that each one of them has been given gifts and talents that make him or her unique.
- Understand that because they are loved, valued and respected as unique individuals, they should respect the dignity of their own bodies.

**b. Respect for each other.**

Teachers should provide opportunities for pupils to:

- Recognise the value of being members of their families, their class and their school community.
- Examine practical ways by which they can make positive contributions to their families, school and wider community by showing respect for others and their possessions.

**c. Respect for God.**

Teachers should provide opportunities for pupils to:

- Understand that the God who loves them is forgiving towards them and that they should be forgiving towards others.



**d. Respect for the environment.**

Teachers should provide opportunities for pupils to:

- Identify some of the serious threats which can affect the environment and discuss practical ways in which they can help protect the environment.



## Key Stage 2

### LEARNING OBJECTIVE 1: THE REVELATION OF GOD

**Pupils should develop an awareness, knowledge, understanding and appreciation of the key Christian teachings about God (Father, Son and Holy Spirit), about Jesus Christ and about the Bible; and develop an ability to interpret and relate the Bible to life.**

*Scripture references are given as a guide to teachers and where references are given to one of the Gospels, parallel passages from other Gospels may be used.*

#### God and the Bible

##### **a. God's word.**

Teachers should provide opportunities for pupils to:

- Look at and explore the content and structure of the Bible.
- Appreciate that the Bible has different forms of literature.
- Become familiar with places where the Bible is used and treated with reverence.

##### **b. Creation and Fall.**

Teachers should provide opportunities for pupils to:

- Explore the wonder and variety of creation.
- Discover and reflect on the achievements of human creativity.
- Explore how humans misuse their creative power.
- Hear, discuss and reflect upon the biblical account of Creation and Fall. - *Genesis 1 to 3.*



**c. God's Covenant with his chosen people.**

Teachers should provide opportunities for pupils to:

- Explore the nature of covenant through Old Testament accounts of key figures, for example, *Abraham: Genesis 12: 1-5, Genesis 17: 1-9 and Moses: Exodus 3:1-10, Exodus 17: 1-16.*
- Listen to and discuss stories that reveal God's continuing care for human needs, concerns and troubles.

## The Life of Jesus

**d. God's Son.**

Teachers should provide opportunities for pupils to:

- Hear about concepts such as promise and prophecy - *Micah 5:2-5; Isaiah 7:14.*
- Be familiar with readings associated with the promised Messiah.
- Explore the chosen people's expectations and disappointment in relation to Jesus.
- Explore the ways in which Christians believe Jesus is Saviour - *Isaiah 9:6-7.*

**e. Birth and boyhood of Jesus.**

Teachers should provide opportunities for pupils to:

- Read, listen to and celebrate the Christmas story.
- Read, listen to and retell the story of the boy Jesus in the Temple - *Luke 2:41-52.*
- Reflect on the environment in which Jesus lived in contrast to their own.





**f. The Ministry of Jesus.**

Teachers should provide opportunities for pupils to:

- Recall the story of the baptism of Jesus - *Luke 3:21-22*.
- Begin to appreciate the significance of the call of some of the disciples. - *Mark 1:16-20*.
- Recall and reflect on stories where Jesus helped those in need - *Mark 2:1-12; Matthew 8: 1-3*
- Discover, discuss and develop the effects and implications of Jesus' relationships with people.
- Study the teachings of Jesus through a selection of parables and central sayings especially from the Sermon on the Mount; and show their relevance for today - *Luke 15; Matthew 5:1-12*.

**g. Passion, death and resurrection.**

Teachers should provide opportunities for pupils to:

- Relate and discuss the events of the last days of Jesus' life, including:
  - The anointing - *John 12:1-8*.
  - Entry into Jerusalem - *John 12:12-19*.
  - Washing the disciples' feet - *John 13:1-17*.
  - The Last Supper - *Luke 22:7-20*.
  - Betrayal by Judas and arrest of Jesus - *Luke 22:47-53; Mark 14:10-11*.
  - Garden of Gethsemane - *Mark 14:32-42*.
  - Peter's denial - *Luke 22:54-62*.
  - Jesus' trial - *Mark 14:53-65 and 15:1-15*.



- Crucifixion, death and burial - *Mark 15:16-47*.
- Resurrection and appearances - *Mark 16; Luke 24:13-35*.

#### **h. Ascension and Pentecost.**

Teachers should provide opportunities for pupils to:

- Recall and discuss the accounts of:
  - The Ascension - *Luke 24:50-53; Acts 1:1-11*.
  - The commission of the disciples - *Matthew 28:16-20*.
  - Pentecost - *Acts 2:1-13*.



## Key Stage 2

### LEARNING OBJECTIVE 2: THE CHRISTIAN CHURCH

Pupils should develop a knowledge, understanding and appreciation of the growth of Christianity, of its worship, prayer and religious language; a growing awareness of the meaning of belonging to a Christian tradition, and sensitivity towards the beliefs of others.

#### a. Beginning and Growth.

Teachers should provide opportunities for pupils to:

- Hear and explore accounts of how the followers of Jesus began to organise themselves in their new way of life - *Acts*.
- Consider and retell what the apostles told others about Jesus.

#### b. The early Church to the present.

Teachers should provide opportunities for pupils to:

- Investigate how Christianity came to Ireland.
- Investigate the significance of some well-known Christians from different periods of history.
- Consider an aspect of the development of their local Christian community.

#### c. Worship and Prayer.

Teachers should provide opportunities for pupils to:

- Read prayers from the Bible, and other sources.
- Recognise that prayer and worship can be associated with special events and places.



- Reflect on and explore the belief that God may be worshipped anywhere.
- Recognise that there are special places of worship which need to be respected.
- Experience worship and prayer in a variety of ways.
- Compose prayers to mark special events.



## Key Stage 2

### LEARNING OBJECTIVE 3: MORALITY

**Pupils should develop their ability to think and judge about morality, to relate Christian moral principles to personal and social life, and to identify values and attitudes that influence behaviour.**

#### **a. Respect for self.**

Teachers should provide opportunities for pupils to:

- Recognise that they are loved and respected as individuals.
- Consider their growth and development in mind and body.
- Appreciate the gift of sexuality.
- Develop their own physical, spiritual, moral, emotional and social skills.
- Further develop positive attitudes towards their talents, qualities and values.
- Begin to recognise and accept their own limitations.
- Be aware of the harmful effects of non-prescribed drugs and substances.

#### **b. Respect for each other.**

Teachers should provide opportunities for pupils to:

- Explore and experience the values which help to build community.
- Identify the various groupings to which they belong.
- Be aware of and have respect for differing cultures and faiths.



- Explore how they can welcome and include people from other countries.

**c. Respect for God.**

Teachers should provide opportunities for pupils to:

- Discuss the application of the Ten Commandments to life today.
- Explore how the Ten Commandments relate to the two commandments of Jesus.
- Read and consider the values of God's Kingdom as revealed by Jesus in the Beatitudes and consider their application today.

**d. Respect for the environment.**

Teachers should provide opportunities for pupils to:

- Consider the respect due to creation, which is the gift of God.
- Discover the challenge for humans to become co workers with God for a better world.
- Take responsibility for the care and preservation of the local environment.



## Key Stage 3

### LEARNING OBJECTIVE 1: THE REVELATION OF GOD

**Pupils should develop an awareness, knowledge, understanding and appreciation of the key Christian teachings about God (Father, Son and Holy Spirit), about Jesus Christ and about the Bible; and develop an ability to interpret and relate the Bible to life.**

*Scripture references are given as a guide to teachers and where references are given to one of the Gospels, parallel passages from other Gospels may be used.*

#### God and the Bible

##### **a. God's word.**

Teachers should provide opportunities for pupils to:

- Understand the Bible as a library of books containing law, history, poetry, prophecy, Gospels and letters.
- Acquire the skill of finding specific references.
- Develop an appreciation of the Bible as the inspired word of God which provides guidance, encouragement, comfort and discipline for Christians today.

*Relevant texts – 2 Timothy 3:16; Hebrews 1:1-2, and 4:12.*

##### **b. God's relationship with his chosen people.**

Teachers should provide opportunities for pupils to appreciate God's love for people through an outline study of at least one of the following:

- Abraham - *Genesis chapters 15, 16 and 22.*



- Moses: Passover, the Sinai Covenant and Ten Commandments - *Exodus 6:2-8, Exodus chapters 11 and 12, Exodus 20:1-21, Exodus 34:1-28.*
- Ruth - *Ruth 1-4.*

## The Life of Jesus

### c. The world of Jesus.

Teachers should provide opportunities for pupils to appreciate the world in which Jesus lived and worked through its:

- Geography;
- History;
- Culture; and
- Religion;

*Relevant texts – Matthew 12:1-14; Mark 7:1-15, 12:13-17, 12:18-27, 12:38-40.*

### d. Jesus and his relationship with people.

Teachers should provide opportunities for pupils to recognise Jesus' example of unconditional love for all.

- His disciples, for example, Matthew and Judas - *Luke 5:27-32; Matthew 26:14-16 and 20-25; John 12:3-8.*
- Women, for example, Martha and Mary - *Luke 10:38-42; John 11:1-3; Luke 7:36-50.*
- Outcasts, for example, The Ten Lepers - *Luke 17:11-19.* The Roman Centurion - *Luke 7:1-10 and Zacchaeus - Luke 19: 1-9.*



**e. Jesus' miracles.**

Teachers should provide opportunities for pupils to reflect on Jesus' sovereignty over the natural and supernatural world by exploring Jesus' power over:

- Death, for example, Lazarus - *John 11:1-44*, or Jairus' daughter - *Mark 5: 21-24 and 35-43*.
- Demons, for example, Legion - *Mark 5:1-20*.
- Disease, for example, The Paralysed man - *Mark 2:1-12*.
- Nature, for example, the calming of the storm - *Mark 4:35-41*.

**f. His teachings.**

Teachers should provide opportunities for pupils to comprehend the relevance of the parables for today by exploring Jesus' parables and His teachings on:

- Forgiveness, for example, the unmerciful servant - *Matthew 18:21-35*.
- Judgement, for example, the rich man and Lazarus - *Luke 16:19-31*.
- Love, for example, the Prodigal Son - *Luke 15:11-32*.

**g. Events leading to the death of Jesus.**

Teachers should provide opportunities for pupils to understand and develop their appreciation of the impact of the events for the followers of Jesus.

- Palm Sunday - *Matthew 21:1-11*.
- The Last Supper - *Matthew 26:20-30*.
- The arrest of Jesus - *Matthew 26:47-56*.



- The trials before the Sanhedrin and Pilate - *Matthew 26:57-68, and 27:11-26.*
- Peter's denial - *Matthew 26:69-75.*
- The road to Calvary - *Luke 23:26-31.*
- The crucifixion, death and burial of Jesus - *Matthew 27:27-61.*

#### **h. Resurrection and Ascension of Jesus.**

Teachers should provide opportunities for pupils to grasp the practical implications of these events for the early Church.

- The women at the tomb - *Matthew 28:1-10.*
- Peter and John at the tomb - *John 20:1-9.*
- The road to Emmaus - *Luke 24:13-35.*
- Jesus appearing to the eleven - *Luke 24:36-49.*
- Commissioning of the eleven - *Matthew 28:16-20.*
- The Ascension and second coming of Christ - *Acts 1:6-11.*
- The coming of the Holy Spirit - *Acts 2: 1-13.*



## Key Stage 3

### LEARNING OBJECTIVE 2: THE CHRISTIAN CHURCH

Pupils should develop a knowledge, understanding and appreciation of the growth of Christianity, of its worship, prayer and religious language; a growing awareness of the meaning of belonging to a Christian tradition, and sensitivity towards the beliefs of others.

#### a. The early Church.

Through looking at some of the stories of the early Christian community, students should identify some of the characteristics of the early Church and reflect on their importance for Church growth and the life of Christians today.

*Relevant text: Acts 2.*

#### b. The Church through the ages.

Pupils should engage in a study of at least one key figure from three of the following periods, considering how his/her faith has impacted on his/her life and the life of others.

- The Celtic Church.
- The Reformation.
- Eighteenth/nineteenth century Christian Missionary outreach and social reformers.
- The Church in the twentieth century.
- The Church today - a contemporary Christian.

*For example - Patrick, Brigid, Columcille, Columbanus, Luther, Calvin, Cranmer, Wycliffe, Wesley, Wilberforce, Shaftesbury, Elizabeth Fry, Hudson Taylor, Mother Teresa, Dr Martin Luther King, Archbishop Romero, Pope John Paul II, Jackie Pullinger, Francis of*

*Assisi, Terese of Lisieux, Padre Pio, Father Damien, Maximillian Kolbe, Cecily Saunders, William Booth, Deitrich Bonhoeffer, Sally Trench, Matt Talbot, Frederick Ozanam. A personal story of a Christian today.*

**In the case of the chosen key figures, it may be helpful to look at such areas as prayer and worship, decision making and lifestyle in relation to the teaching of Jesus and its relevance for today.**



## Key Stage 3

### LEARNING OBJECTIVE 3: MORALITY

**Pupils should develop their ability to think and judge about morality, to relate Christian moral principles to personal and social life, and to identify values and attitudes that influence behaviour.**

Teachers should provide opportunities for pupils to examine:

**a. Issues of personal identity.**

- Self image, physical and emotional well being.
- The concept of creation in the image of God.
- Human sexuality.
- Coping with the challenges of adolescence, for example: desire for independence, questioning of authority, peer pressure, frustration, anger, insecurity.
- The concept of right and wrong, the role of conscience.

- *Genesis 1: 26, 31; Genesis 2 and 3; Exodus 20:1-17; Ephesians 6:1-4.*

**b. Relationships, rights and responsibilities.**

Consider how relationships, rights and responsibilities operate and pertain to at least three of the following:

- Family.
- Peers.
- People with special needs.
- Authority figures.



- Gender equality issues.
- Ethnic and religious groups.
- Minority groups.

- *Ruth 1:16-17, 2:2; 1 Samuel 20; 1 Timothy 5:1-2, 6: 1; Proverbs 31:10-31; Galatians 3:28; Luke 7: 1-10, 10:29-37; Matthew 9:1-8.*

### **c. Choices.**

Consider how choices are made and influence the following:

- Career/work/unemployment.
- Use of leisure time.
- Money.
- Substance abuse.
- The environment.
- Prejudice, sectarianism and reconciliation.

- *2 Corinthians 3:10; Exodus 20:8-11; 1 Timothy 6:10, and 17-19; Mark 10:23-27; Matthew 19:16-30; 1 Corinthians 6: 19; Genesis 1:28-31.*



## Key Stage 3

### LEARNING OBJECTIVE 4: WORLD RELIGIONS

**Pupils should be given an introduction to two world religions other than Christianity in order to develop knowledge of and sensitivity towards, the religious beliefs, practices and lifestyles of people from other religions in Northern Ireland.**

For each religion chosen teachers should provide opportunities for pupils to explore:

**a. Origins.**

- The beginnings of the religion.
- Key figures.

**b. Beliefs.**

- About God.
- About living daily life.

**c. Sacred writings and symbols.**

- The language of the writings.
- The main sacred writings.
- Symbols associated with the religion.

**d. Worship and prayer.**

- Places where prayer takes place.
- The leader's role in prayer and worship.



- The customs of prayer.
- The rituals of prayer.
- The special places of pilgrimage.
  
- e. Feasts and festivals.**
  - The main festivals.
  
- f. Family life.**
  - The dietary laws and their rationale.
  - The customs in relation to dress.
  
- g. Ceremonies: birth to death.**
  - Birth.
  - Coming of age.
  - Marriage.
  - Death.





## Key Stage 4

### LEARNING OBJECTIVE 1: THE REVELATION OF GOD

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#### **a. The person and ministry of Jesus.**

##### **i. His identity.**

Teachers should provide opportunities for pupils to become aware of who Jesus was and is, through a study of key events relating to his titles as Christ/Messiah, Son of David, Saviour, Son of God and Son of Man.

- Birth - *Matthew 1:18-25, 2:1-12; Luke 1:26-56, 2:1-20.*
- Baptism and temptation - *Matthew 3:1-17, Matthew 4:1-11.*
- Transfiguration - *Matthew 17:1-13.*
- Request of James and John - *Mark 10:35-45.*
- Peter's declaration of faith - *Matthew 16:13-20.*

##### **ii. His teaching.**

Teachers should provide opportunities for pupils to explore some of Jesus' teaching about the Kingdom of God and its implications for living today.

- Discipleship - *Matthew 8:18-22, 10:1 and 9-14, 16:24-28, 8:18-22.*
- Prayer - *Matthew 6:5-15, and Luke 11: 1-13. Luke 18:1-14.*
- Forgiveness - *Matthew 5:38-48, 18:21-35.*
- Wealth and poverty - *Matthew 6:1-4, 19-21, 24-34.*
- Humility and ambition - *Matthew 18:1-5.*
- Life after death - *Matthew 25:1-13 and, 31-46.*

iii. His deeds.

Teachers should provide opportunities for pupils to explore the relevance of Jesus' treatment of marginalized groups and the consequent challenge for society today.

- Religious leaders - *Matthew 23:1-12, 23-28.*
- Women - *Matthew 15:21-28; Mark 14:3-9; John 8:1-11.*
- The poor - *Luke 14:12-24; Mark 10:17-31, 12:41-44.*
- Sinners - *Mark 2:15-17.*
- Social outcasts - *Luke 10:25-37; John 4:1-26.*

iv. His death.

Teachers should provide opportunities for pupils to reflect on the significance of Jesus' suffering and death for Christians today.

- The Last Supper - *Matthew 26:17-30.*
- Jesus' arrest - *Matthew 26:47-56, 26:57-68; Mark 14:43-50, 53-65; Luke 22:54-55, and 63-71.*



- Jesus' trials - *Matthew 26:57-68, Matthew 27:1-2 and 11-26.*
- Jesus' death on the cross - *Matthew 27:32-56.*
- The Empty Tomb - *Mark 16:1-8; Matthew 28:1-8; Luke 24:1-12.*

v. His Resurrection.

Teachers should provide opportunities for pupils to grasp the centrality of the resurrection and ascension for the Christian faith.

- A resurrection appearance - *John 20:19-29.*
- Commission to the disciples - *Mark 16:14-18, Matthew 28:18-20.*

**b. The person and ministry of the Holy Spirit**

The Holy Spirit

- Jesus' promise of the Holy Spirit - *Luke 24:49; John 16:12-15.*
- The coming of the Holy Spirit - *Acts 2:1-13.*



## Key Stage 4

### LEARNING OBJECTIVE 2: THE CHRISTIAN CHURCH

Pupils should develop a knowledge, understanding and appreciation of the growth of Christianity, of its worship, prayer and religious language; a growing awareness of the meaning of belonging to a Christian tradition, and sensitivity towards the beliefs of others.

Pupils should study the following topics from the Roman Catholic tradition and at least one Protestant tradition.

Christian practice and worship in the world today.

The Christian Church has developed a rich tradition of ritual and spiritual expression over the centuries. Young people should be introduced to an overview of some of the more important celebrations which have shaped Christian culture in Northern Ireland. Teachers should provide opportunities for pupils to investigate:

- a. The Church calendar: *Advent, Christmas, Lent, Holy Week, Easter Day, Ascension, Pentecost and Harvest.*
- b. Church buildings and symbolism: *architecture, baptistry/font, ambo/lectern/pulpit, communion table/altar, symbols.*
- c. Styles of worship and participation: *order of service, scriptures, prayer, praise.*
- d. Sacraments, ordinances, practices, and significance for Christian life; for example, *Church teaching on baptism and Communion.*
- e. Church and Community; for example, *outreach and social responsibility.*

## Key Stage 4

### LEARNING OBJECTIVE 3: MORALITY

**Pupils should develop their ability to think and judge about morality, to relate Christian moral principles to personal and social life, and to identify values and attitudes that influence behaviour.**

Pupils should study section a. together with at least six topics from section b.

#### **a. Personal and family issues.**

Teachers should provide opportunities for pupils to examine the values and attitudes underlying Christian teaching on:

- Love.
- Marriage.
- Preparation for marriage.
- Parenting.
- Inter-church and inter-faith marriages.
- Marital breakdown.
- Single life.
- Sexual relationships.

*- John 13:14; 1 Corinthians 13:4-8; Ephesians 5:21-33, 6:1-4;  
Leviticus 18:22; 1 Corinthians 6:9; Exodus 20:12, 14; Mark 10:1-9;  
Matthew 5:27-32; Genesis 2:24; 1 Corinthians: 7; Colossians 3:20-21.*



## **b. Life and global issues**

Teachers should provide opportunities for pupils to examine the values and attitudes underlying Christian teaching in relation to:

- Reproductive issues, for example: fertility/infertility, IVF, surrogacy, human cloning.
- Abortion.
- Euthanasia and suicide.
- Addictions.
- Crime and punishment (murder and violence).
- Racism, sexism, sectarianism.
- Human rights and responsibilities.
- Wealth and poverty.
- Environment (issues of stewardship and animal welfare).
- War and peace (nuclear threat, arms trade, holy war and just war).
- Refugees.
- AIDS.

- *Genesis 1:27-29; Psalm 139; Jeremiah 1:5; Luke 1:41; 1 Corinthians 6:19; Romans 13:1-5; Matthew 5:21-26; John 8:1-11; Galatians 3:28-29; Acts 10:34., Acts 2:15; Exodus 23:10-11; Matthew 6:25-34; Proverbs 12:10; Matthew 8:1-4; Psalm 113:5-9; Matthew 25:31-46; Luke 4:16-21; Matthew 19:16-24; Micah 4:3-4; Exodus 20:13; Matthew 5:43-45.*