'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**	- 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 - express personal opinions, facts and feelings appropriately, e.g. expressing an opinion on a television programme, relate news from their weekend - 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 - 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	- identify a range of non-verbal communications methods, e.g. facial expression, tones of voice, symbols, clothing, colours to signal mood/appropriate action - 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	- 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 - create a range of images using a variety of materials - produce a piece of work for display - listen to a range of music and respond by discussing thoughts and feelings, e.g. favourite singer and say why they like their music - 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	- use technology to communicate in an activity with others - access a range of websites on the internet e.g. Scoilnet, websites of personal interest to the student - 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**	- 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 - find a specified day or date on a calendar or timetable, e.g. my birthday - 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**	- 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	- list the main values in the student's life - 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 - make a list of what and who can influence decision-making - identify the choices and consequences involved in an imminent short-term decision - 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**	- 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 - list ways in which name calling and teasing can be hurtful to self and others - recognise/list ways in which they would like to be treated - describe ways of making and keeping friends, e.g. identify traits which are/are not desirable in a friendship - participate co-operatively in a group situation - 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	- compile a short list of people or groups who can provide support, including personal contacts and groups/organisations - 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 - 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.