# **RS Level 1 Course Outline 1: Spiritual and Religious Beliefs**

# Guide to aid teacher planning - designed to be printed or viewed in A3, Landscape.

## Purpose

This sample Course Outline has been produced to help teachers and schools understand how the Significant Learning from the Learning Matrix and Achievement Standards can be structured within a year-long teaching and learning programme.

## Context

This Teaching and Learning Programme is based around local, and culturally relevant spiritual and religious beliefs. This enables teachers and ākonga to co-design a programme of learning that connects to the realities of their lives and of those around them. This will enable teachers to build understanding and subject knowledge using real world application in everyday settings. It is anticipated that learners’ ways of being in the world are harnessed to shape teaching, learning, and assessment. This means that a wide range of cultural knowledges will be drawn upon, including te ao Māori and Pacific. In turn, the learning programme is more likely to be accessible to diverse learners, and connect to the range of knowledge, skills, and competencies for a wide range of possible pathways.

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| **Significant Learning** | **Learning activities and assessment opportunities** | **Duration**  Total of 32 weeks |
| Explore different ways in which religious and spiritual traditions are identified and classified  Consider the relationship between different religious and spiritual communities in Aotearoa New Zealand and the Pacific  Learn about different discourses on religions and spiritualities | Introduction This introductory unit sets the scene for the Year 11 Religious Studies course, including management guidelines relevant to the class. Ākonga will explore the underlying concepts as related to a range of relevant issues in order to develop the conceptual understanding that is needed for success in the course.  Key Learnings:   * To introduce ākonga to the course and each other, classroom expectations, and routines. * To introduce ākonga to the underlying concepts. * To use a range of activities across Key Areas of Learning contexts to develop understanding of the concepts. For example, using scenarios and data for religious and spiritual traditions within Aotearoa New Zealand and the Pacific.   Possible Activities:   * Get ākonga to brainstorm the spiritual and religious traditions in Aotearoa New Zealand and the Pacific that they have heard about. * Look at recent Census data for spiritual and religious traditions in Aotearoa New Zealand and the Pacific and discuss trends within that data. * In groups or individually, carry out research on a spiritual or religious tradition identified within the data on elements such as history, leadership, key beliefs, numbers, worship. * As a class, complete an A to Z of Religion poster, eg A is for...Anglicanism. Describe in a sentence or two, and/or provide an illustration or amend into an oral memory game around the room (but drop the description). | 2 weeks |
| Explore Māori and Pacific understandings of religion and spirituality including Purākau  Learn how historical and social contexts influence the development of significant religious texts and narratives  Learn about different discourses on religions and spiritualities  Explore different ways in which religious and spiritual traditions are identified and classified | Religious Communities and their Narratives  This unit involves an exploration of a variety of narratives within spiritual and religious traditions, including written and spoken forms. It explores the development of narratives and their connections to spiritual and religious traditions within those communities.  Key Learnings:   * Definition of a community — what defines a community? * To identify the characteristics of a community — geographical area, leader(s), specific building(s), narratives/ texts, practices, rituals, festivals, dress. * Definition of a narrative, whether written or spoken. * To explore a wide variety of narratives, including purākau. * Establishing the differences between narratives, myth, laws, and morals. * What is a spiritual or religious belief and how can it be defined? * The difference between a spiritual belief and a religious belief.   Possible Activities:   * Investigate a community and particular characteristics. This could be a group, pair or individual task. Ākonga could present back to the class or share a document with their findings. This may present an opportunity to study a community linked to the school, such as a religious order or local area. Here is an example on Ratana Church: * *Case Study: Ratana Church* * Biography T.W. Ratana — who is the person behind the community? * Origins and development of the Ratana community * Explore te ao Māori concepts mana, maramatanga, wairua, aroha * Historical and social context of the time — land loss, disillusionment from WW1 and Spanish flu, Ratana’s ability as a healer, his political influence and mana, prophesies * Beliefs — Holy Trinity, mangai and Angels, syncretic religion * Key narratives — Bible especially the Old Testament and the Treaty of Waitangi * Key symbolism — te whetu Mārama, taonga ō te whare Māori * Investigate narrative. Look at examples of narratives, myths, laws, and morals. * Ākonga could research an example of a myth from their own culture or purākau from te ao Māori or Pasifika storytelling. These could be role played or presented in a creative way such as a Storyboard. * Group Activity — storytelling from religious communities around the world. Rotate stations to read/hear the following stories and discuss their meaning. Possible examples include: * The Sikh story of the Milk and the Jasmine Flower (*Stories From Faiths: The Milk and the Jasmine Flower and Other Stories’* by Anita Ganeri and Hannah Rey*)* * The Jewish story of Moses * The Christian story of the Good Samaritan * The Islamic story of The Prophet and the Ants * The Buddhist story of The Monkey King * Define spiritual and religious beliefs and give examples. What are the key differences?   *The learning activities for this topic may help ākonga prepare for Achievement Standard 1.1: Demonstrate understanding of the development of a community that shares religious or spiritual beliefs (Internal, 5 credits)*  *The learning activities for this topic may help ākonga prepare for Achievement Standard 1.2: Demonstrate understanding of how a significant narrative relates to a religious or spiritual tradition (internal, 5 credits)* | 8 weeks |
| Learn about characteristics of religious and spiritual traditions, and how they have changed over time  Explore the impact of religion and spirituality on people, societies, and the environment  Learn how historical and social contexts influence the development of significant religious texts and narratives  Learn how religious and spiritual traditions apply to ethical, social, political, and economic issues | Characteristics and Development of Religious Traditions  This unit involves an exploration of the seven characteristics of spiritual and religious traditions*.*  Key Learnings:   * Defining characteristics of spiritual and religious traditions — ritual, belief, narratives, experience, social organisation, material expression, moral and ethical teachings. * Identifying how the spiritual or religious characteristics have developed over time. This may be due to culture, migration, or language. * Exploring the history of spiritual or religious characteristics — source/narrative/verbal * Identifying how religions are affected by social and geographical contexts — the reciprocal relationship between religion and society.   Possible Activities:   * Group discussion — ākonga share their understanding and experience of spirituality or religion. Once they have done a discussion, get them to fill in a chart that covers a definition and each example of the seven characteristics. Discuss a range of examples of the seven characteristics: * Spiritual or religious experience — mystical experiences or callings. Discuss examples found in significant narratives, eg Mohammad’s vision of the Angel Gabriel, or Moses and the burning bush. * Spiritual or religious ritual — pilgrimages, prayer, coming of age, marriage, and death. * Spiritual or religious belief — are central understandings of a spiritual or religious tradition and are traced back to experience and narratives: The five pillars of Islam, the Four Noble Truths of Buddhism. * Material expression — symbolism, architecture, sacred sites: The Islamic Kaaba, the five-pointed star and crescent moon as the tohu of the Rātana church, and te whetū mārama, worn by followers. * Classifying spiritual or religious traditions such as monotheism, polytheism, and animism. * Investigate in greater detail another spiritual or religious traditions characteristics. *The development of religious or spiritual characteristics* * Explore the history of spiritual or religious characteristics — source/narrative/verbal * Look at the development of a spiritual or religious characteristic over time. For example: Define the belief in animism: A relationship worldview where everything is interconnected and embodies a spiritual essence, life force, or the presence of God existing in all things. * Development of the characteristic — cultural/migration/language * Animism can be seen in te ao Māori spirituality, referred to as mauri, the presence of atua in all things. * Explore how religions are affected by social and geographical contexts — the reciprocal relationship between religion and society. * Investigate how beliefs, rules, tikanga, and rituals of spiritual and religious communities adapt over time through movement such as migration — the missionary influence of Christianity.   *The learning activities for this topic may help ākonga prepare for Achievement Standard 1.1: Demonstrate understanding of the development of a community that shares religious or spiritual beliefs (Internal, 5 credits)*  *The learning activities for these topics may help ākonga prepare for Achievement Standard 1.3: Demonstrate* *understanding of a characteristic of religious or spiritual traditions (External, 5 credits)* | 8 weeks |
| Explore Māori and Pacific understandings of religion and spirituality including Purākau  Consider the relationship between different religious and spiritual communities in Aotearoa New Zealand and the Pacific  Learn about characteristics of religious and spiritual traditions, and how they have changed over time  Explore the impact of religion and spirituality on people, societies, and the environment  Learn how historical and social contexts influence the development of significant religious texts and narratives  Explore the use of significant terms in te reo Māori and Pacific languages in the context of religious and spiritual traditions, including whakapono, wairua, hāhi, vā, and tapu | Religion across time, place, and space: An Aotearoa New Zealand and Pacific context  This unit considers the history of spiritual and religious traditions and communities within Aotearoa New Zealand and the Pacific.  Key Learnings:   * Aotearoa New Zealand has a unique and diverse cultural landscape. * The history of spirituality and religion in Aotearoa New Zealand and the Pacific incorporates migration and missionary influence. * The cultural and religious landscape of Aotearoa New Zealand is deeply influenced by its position in the Pacific and patterns of interaction and migration, both past and present.   Possible Activities:   * You could use resources from Te Ara on [Religious diversity in New Zealand — Te Ara Encyclopedia of New Zealand](https://teara.govt.nz/en/diverse-religions/page-1). * It is useful to get ākonga to share their knowledge and experience through class discussion. Ākonga bring their own unique perspectives and experiences of spiritual and religious traditions in a local context. * It could be useful to arrange a speaker to talk about their experience with spirituality or religion in Aotearoa or the Pacific Islands. * Discuss the origins and significances of spiritual or religious terms in te reo Māori and Pacific languages: whakapono, wairua, hāhi, vā, tapu. Have a list of vocabulary for students to use. * Research missionary activity. Make a visual timeline of key dates of missionary activity in Aotearoa. * Identify how spiritual and religious traditions have changed in their expression in Aotearoa over time and make suggestions about why this is. * Brainstorm in groups the impact that spirituality and religion have on people, societies, and the environment. Spend time on each topic individually.   *The learning activities for this topic may help ākonga prepare for Achievement Standard 1.1: Demonstrate understanding of the development of a community that shares religious or spiritual beliefs (Internal, 5 credits)* | 6 Weeks |
| Consider the relationship between different religious and spiritual communities in Aotearoa New Zealand and the Pacific  Explore the impact of religion and spirituality on people, societies, and the environment  Explore Māori and Pacific understandings of religion and spirituality including Purākau  Learn how religious and spiritual traditions apply to ethical, social, political, and economic issues  Learn about different discourses on religions and spiritualities | Religion in the contemporary world: Principles and Issues  This unit involves ākonga learning about different communities and perspectives on current issues. Ākonga will explore a range of perspectives, comparing how communities respond.  Key Learnings:   * Introduction to contemporary issues faced by communities. * Explain various spiritual and religious perspectives on relevant issues, including moral, and ethical approaches. * Characteristics of spiritual and religious communities inform their perspectives on world issues. * Ngākau tapatahi — impartial consideration of an issue, without taking sides, working together — how does this become an integral part of relating to others? * What is a principle? — spiritual or religious, social, ethical, political, environmental. * The dignity of the human person. * Care of our common home, kaitiakitanga. * Preferential option for the poor.   Possible Activities:   * In pairs, investigate current contemporary issues faced by communities in Aotearoa New Zealand and the Pacific. Using a news website or copies of a local newspaper, get ākonga to identify examples themselves in the news that day. Give them time to find an example from the news, summarise it for the class and identify what the contemporary issue is. Go around the pairs and get them to share their examples. * Group activity — ākonga discuss in groups a chosen spiritual or religious traditions perspective on the principle of human dignity. This can be repeated with political, economic, and environmental issues. They will need to research and have multiple perspectives on the same issue. * *Case study: Religious and spiritual discourse on the principle of human dignity — An Islamic perspective (ethical/social)* * Discuss the principle of human dignity: The right of every human life to be valued unconditionally. * Explore the development of Wasatiyyah — (fair, just, balanced). * Zakat and Sadaqah — obligatory and voluntary charity . * Ethical and moral key teachings, Qur’an 17:70. * *Case study — Pacific conference of churches: Moana declaration (impact on the environment)* * Our Oikos — a new consciousness on climate change and our call to action. * Pacific church communities' perspectives on climate change and resettlement because of climate change. * Explore how climate change is impacting communities in the Pacific. * Connections to beliefs, moral and ethical teachings — Led by faith and the life of Jesus Christ/care of ecology systems as God’s creation. * How do the different religious or spiritual traditions approach the issues? * What might future approaches of the community to this issue look like, considering technology or society’s understanding of the issue?   *The learning activities for this topic may help ākonga prepare for Achievement Standard 1.4: Demonstrate understanding of a religious or spiritual community's perspective on an issue (External, 5 credits). 8 weeks has been allocated to allow for the external report to be written during class time.* | 8 weeks |