



## ST. GEORGE'S COLLEGE

### **RATIONALE:**

The first form curriculum seeks to provide opportunities for young adolescents to grapple with their quest for meaning and purpose in life. It begins by exploring the nature of the self, religion and religious education and the creation of the world. It then goes on to examine religion as a lived experience by exploring how religion influences the culture of the society and people, in the areas of family life, society and lifestyle.

At this beginning point of the journey through the college, first form students will be given an opportunity to become more intimate with the patron saint – St. Ignatius of Loyola and his contribution to the Jesuit education being offered to them.

Apart from its academic offerings, the syllabus should help first formers develop a sense of values and deal with everyday issues.

UNIT TOPIC/KEY CONCEPTS	OBJECTIVES
<p><b>1. Introduction to Religion/Religious Education</b></p> <ul style="list-style-type: none"> <li>• What is Religion? Religion is a form of worship which includes a system of religious attitudes, beliefs and practices.</li> <li>• Dimensions of Religion</li> </ul>	<p><b>Learners should be able to:</b></p> <ul style="list-style-type: none"> <li>• Define: religion, religious education, doctrine, tradition, deity.</li> <li>• Discuss the reason for studying Religious Education and the importance of the subject</li> <li>• State who they are in relation to religion, culture and society.</li> <li>• Explain the various dimensions of religion as reflected in every-everyday life</li> <li>• Explore ways in which religion influences the life of the Individual and the society</li> </ul>
<p><b>2. Issues Related to the Concept of Identity Who Am I?</b></p> <p>According to religion, a child is a gift as all life comes from God. Our parents are responsible for our physical and spiritual well-being (socialization).</p> <ul style="list-style-type: none"> <li>• Identity – who you are as a person. There are different sides to who we are, for example, spiritual. Moral, physical and social.</li> <li>• Why Am I Here? - The Meaning and Purpose of Life</li> <li>• What does it mean to have ‘passion’ and ‘purity of mind’?</li> <li>• Creation as explained by the four major religions Biblical Text: Genesis 1 and 2</li> </ul>	<p><b>Learners should be able to:</b></p> <ul style="list-style-type: none"> <li>• State who they are in relation to religion, culture and society.</li> <li>• Identify various aspects of the self</li> <li>• Recognize that every individual is a spiritual being.</li> <li>• Develop an awareness of who they are and the meaning and purpose of life.</li> <li>• Show by their behavior that they understand the connection between self and deity.</li> <li>• Examine ways in which they are alike and different from others</li> <li>• Outline at least five goals in their lives and the plans to achieve them</li> <li>• Identify biblical declaration of the purpose of life (Psalm</li> </ul>

	<p>8:3-8)</p> <ul style="list-style-type: none"> <li>• Develop and understanding of the importance of discovering their passion (special interest) and working hard at it and embracing their purity (remaining pure in thought, motive and action).</li> <li>• Explain the origin of man based on the Judeo-Christian story of creation.</li> <li>• Explore, discuss, outline and compare religious theories/myths pertaining to the origin of life.</li> <li>• Discuss religious views regarding humans playing the role of Overlords/caretakers/stewards of the created world.</li> <li>• Develop an appreciation for the sacredness of life.</li> <li>• Create a poster that can be used to sensitize students to their role and responsibility of caring for self and the environment.</li> </ul>
<p><b>Religion and Family Life</b></p> <ul style="list-style-type: none"> <li>• Christian and Jewish rituals</li> <li>• Infant baptism/Christening/Dedication</li> <li>• Bar/Bat Mitzvah</li> </ul>	<p><b>Learners should be able to:</b></p> <ul style="list-style-type: none"> <li>• Define: rites of passage, initiation, rituals, stewardship</li> <li>• Identify, describe, and explain the significance of various ceremonies of the different religions as they pertains to rites of passage/family life.</li> <li>• Identify and discuss the various ways in which religious beliefs affect the governing of society.</li> <li>• Outline the procedure followed for each rite of passage.</li> <li>• Design poster with illustrations to explain rites of passage.</li> </ul>

<p><b>Religion and Society</b></p> <ul style="list-style-type: none"> <li>• The Jewish and Christian presence</li> <li>• The Roman Catholic and Anglican churches</li> <li>• The contribution of the Jesuits (The Society of Jesus) The life of St. Ignatius of Loyola (early and later life)</li> </ul>	<p><b>Learners should be able to:</b></p> <ul style="list-style-type: none"> <li>• Define ‘religious retention’</li> <li>• Explain the coming of Judaism and Christianity to the Caribbean</li> <li>• Draw pictures to illustrate how each religion/denomination first arrived in the Caribbean</li> <li>• Describe ways in which new and emerging/indigenous religious groups impact upon Jamaican Society.</li> <li>• Conduct a survey to ascertain the practice of various denominations in your school.</li> <li>• Interview a member of the Catholic Church to find out the contribution of the denomination to society.</li> <li>• Define: spirituality, contemplation/meditation, reflection, Jesuit</li> <li>• Draw a timeline showing the life of St. Ignatius from  birth to death</li> <li>• Explain the benefit of Ignatian spirituality on Catholics and non-Catholics alike.</li> <li>• Take a trip to the fountain, to view the image of St. Ignatius. Class discussion about his significance to St. George’s College.</li> </ul>
<p><b>The influence of Religion on society</b></p> <ul style="list-style-type: none"> <li>• Religion and dress</li> </ul>	<p><b>Learners should be able to:</b></p> <ul style="list-style-type: none"> <li>• Define: dress-code, vestments/Mass/Lord’s supper, code</li> </ul>

<ul style="list-style-type: none"> <li>• Religion and food</li> <li>• Religion and the arts</li> <li>• Religion and architecture</li> <li>• Attitudes to sexuality</li> </ul>	<p>of ethics, kosher</p> <ul style="list-style-type: none"> <li>• Design greeting cards illustrating foods and dress used in special ceremonies in particular religions</li> <li>• Write letters</li> <li>• Make a model/draw pictures of a church/religious buildings.</li> <li>• Discuss the importance of and compare dress, diet, art form</li> <li>• Discuss the influence of religion on architecture and the arts.</li> <li>• Discuss values of religion and how these are expressed in the arts, rituals and cultural practices.</li> <li>• Examine the role that sex plays in human life.</li> </ul>
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**Recommended Assessment**

This approach deals with real life experiences of the students. It operates on a feelings level. Current events on the news or in the newspaper are used. This can be achieved through questions, which bring out information from students and which at times can facilitate discussion. After the pupil’s experiences are dealt with, the students are led to certain passages of scripture which deals with the same theme. Pupils should record whatever is taught in each class, that is, points which are of importance which they are expected to know.

Whatever we do that involves each other is important, and it is necessary to understand what guidelines we are being given in the Bible concerning our behaviour. Questions from both Old and New Testament will be incorporated where possible with special emphasis on methods and strategies.

Songs, (Secular and Religious) game situations if they relate to the theme, poetry, plays written and produced by the students, CDs, Videos, DVDs etc. may be used. Christian concepts are to be stressed so that the pupils can absorb them; these may be applied in their lives and the difference it could make to their various relationships. Family life education is to be infused into the subject area through the various themes.

Students are encouraged to read and learn prescribe texts from the version of the Bible used by the school. This is the text which is examined by CSEC. Morals and values learnt, are foundations for life and do not end with an examination.