

Curriculum in Religious Education

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Introduction

Religious Education: the heart of Catholic schooling.

Teaching religion & forming the whole person
spiritually, morally, and intellectually.

Today: National Religious Education Curriculum (NREC),
how it shapes learning in Catholic schools
why it's essential for nurturing faith and values

Which Curriculum?

Primary Schools: based on Life Bound

Secondary Schools: based on Cord

NREC: standardize and strengthen Religious Education across Catholic schools.
aligns with the Catholic vision of education,
guided by Scripture, Church tradition, and the teachings of Jesus Christ.
ensures that faith education meets national educational standards while
remaining faithful to the Church's mission.

Aims & Purpose

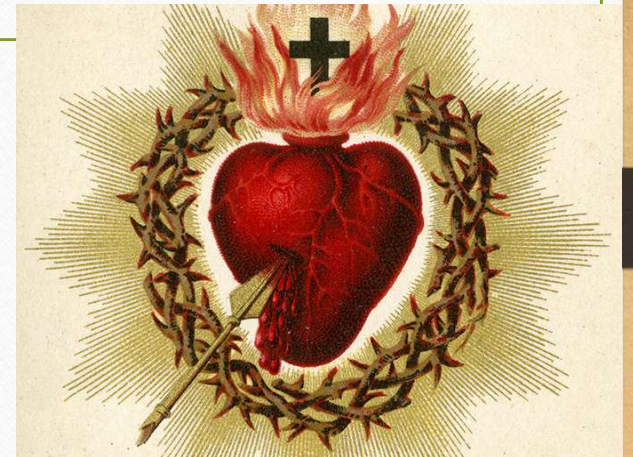
Deepen learners' knowledge and understanding of the faith.

Help students develop a personal relationship with God.

Promote moral values such as respect, compassion, and justice.

Encourage critical thinking about life, faith, and the world.

Foster a sense of community, service, and belonging.



Structure of the Curriculum

- Foundation Phase: Introduction to God's love, creation, and basic moral values through stories, songs, and prayer.
- Intermediate Phase: Learning about Jesus' life, sacraments, and moral choices.
- Senior Phase: Exploring Church teachings, social justice, and faith in daily life.
- FET Phase: Deeper study of theology, ethics, and real-world application of Catholic values.
- Each integrates: Scripture, Doctrine, Moral Teachings, Liturgy, and Prayer Life

Methods

The curriculum encourages interactive and reflective methods:

Storytelling and Scripture reflection

Group discussions and moral decision-making

Role play and creative arts

Prayer, worship, and service activities

Linking classroom lessons to real-life situations

Teachers are seen as faith witnesses, not just educators.

How does the NREC Help?

The NREC

Strengthens Catholic identity.

Builds character and moral awareness.

Prepares learners to live with faith, hope, and love in society.

Unites the school community around shared values and faith practices.

Is not just another subject: it's a way of life.

It helps learners grow: in knowledge, faith, compassion, and purpose.

It forms hearts and minds to live the Gospel in today's world.



Inspiration & Reflective Question

“Educating the mind without educating the heart is no education at all”: Aristotle

Proverbs 22:6: “Train up a child in the way he/she should go, and when they are old they will not depart from it.”

Question: “How can we, as educators, live the values we teach through Religious Education?”

Curriculum Processes

The NREC weaves together a number of processes to create a holistic programme.

Both Lifebound and CORD take these processes into consideration.

Curriculum Processes (cont.)

1. **Education by Environment** (Ethos)

The Catholic School is an Environment.

How a school runs has a power to teach without words.

The Christian message has to be experienced before it can be heard.

- Staff members work through various renewal and development programmes.
- It is not a classroom process.

Curriculum Processes (cont.)

2. Theological Education

Theology is faith seeking understanding.

It is a process of seeing and searching to form an overall picture of life with God in the centre.

We inherit the Church's vision and vocabulary

We are invited to play our part in developing that further.

Curriculum Processes (cont.)

3. **Spiritual Education**

Spiritual Education strives to bring the person through experience to the realisation of God's existence, presence and loving concern for each human being,
and to alertness to the Lord's action and voice in our lives.

It is the cultivation of the person's spiritual faculties and powers.

Curriculum Processes (cont.)

4. Prayer Education

The emphasis here is to help the pupils

In the development of their personal relationships with God

By inspiring right attitudes and leading them further in the art of praying.

Curriculum Processes (cont.)

5. Liturgical Education

The previous process emphasised personal prayer.

In this process we concentrate on public prayer and worship

Aiming to lead the pupils year by year more fully into an understanding and practice of the Church's liturgical and sacramental life.

Curriculum Processes (cont.)

6. Education by Arts

In the Middle Ages of Europe, when very few had the opportunity of education, the people's Bible was the stained-glass window.

Through responding to the arts and through creating art, this process aims to awaken in the pupils an awareness of mystery within which religious insight and understanding can develop.

Curriculum Processes (cont.)

7. Education by Story

Story has a wonderful power to educate, and Religion is a world of story.

God may be described as a character we have to recognise in our personal and communal stories.

So this process aims to facilitate the pupils' encounter with a wide range of relevant stories, and to encourage in them the telling of their own stories.

Curriculum Processes (cont.)

8. Scriptural Education

The Scriptures are the story of Israel, specially chosen among the nations.

Scriptural Education aims to develop an understanding of what Scripture is, and a knowledge of what the Bible contains.

It also aims to foster a personal reading of Scripture and a response to what is read.

Curriculum Processes (cont.)

9. Education by Models

A model is someone whom we admire and strive to imitate.

This process introduces pupils to a variety of models in order to inspire and encourage them to pick up Christ's challenge:

Be perfect as your Father in heaven is perfect.

Curriculum Processes (cont.)

10. **Philosophical Education**

Philosophical Education is about wisdom.

The process aims to help pupils in their thinking coherently about the deeper realities of life.

It aims to develop their faith vision in the light of the words and life of Jesus, and other men and women with deep insight and experience.

Curriculum Processes (cont.)

11. **Personal Moral Education**

Morality is a fully human ordering of life that enables all to live a fully human life.

Morality asks the questions:

Who/What is the human being?

How ought she or he to live?

The goal of moral education is moral maturity, and this means the ability to make choices with a formed and informed conscience.

Curriculum Processes (cont.)

12. **Education in Structural Morality** (Social Justice)

Structural Morality is concerned with

institutionalised forms of discrimination against human dignity and oppression of human rights.

It is about justice issues.

Curriculum Processes (cont.)

13. **Education for Personal Growth and Relationships**

The name of this process is self-explanatory.

Pupils are helped progressively

- to discover their identity

- to appreciate and integrate their own sexuality, and

- to understand what loving means in practice.

Curriculum Processes (cont.)

14. **Education for Religious Community**

Here the pupils are prepared for membership in their faith community.

The process brings to them

- a vision of Church

- a knowledge of its story, and

- an initial training for leadership and ministry.

Curriculum Processes (cont.)

15. **Intensive Religious Education** (Special Events)

This final process involves concentrated periods of time which are not part of the regular classroom RE.

It takes various forms

- class and group retreats,
- school missions,
- days of recollection,
- weekend experiences,
- growth camps are some examples.