

# Religious Studies Learning Matrix

## Curriculum Levels 6 – 8

### Social Science Learning Area Whakataukī:

*Unuhia te rito o te harakeke kei whea te kōmako e kō?  
Whakatairangitia – rere ki uta, rere ki tai;  
Ui mai koe ki ahau he aha te mea nui o te ao,  
Māku e kī atu he tāngata, he tāngata, he tāngata!*

*Remove the heart of the flax bush and where will the kōmako sing?  
Proclaim it to the land, proclaim it to the sea;  
Ask me, "What is the greatest thing in the world?"  
I will reply, "It is people, people, people!"*

Big ideas			
<p><b>Religion in Aotearoa New Zealand</b></p> <p><i>How has religion shaped Aotearoa New Zealand society and te ao Māori?</i></p> <p>Aotearoa New Zealand society is shaped by the diverse religious beliefs and practices reflected in the country's migrations. The interaction of te ao Māori and different religious communities has affected and been affected by society in Aotearoa New Zealand. These interactions have shaped the unique development of individual and collective religious experience in this country. This religious diversity is also expressed in art, architecture, music, ritual and culture.</p>	<p><b>Religious systems and cultures</b></p> <p><i>What do religious people believe and do?</i></p> <p>Religions and other systems of beliefs, virtues, and practices have interacted with each other in the past and present, both locally and globally. Explore the whakapapa of religious groups.</p>	<p><b>Authoritative narratives and texts</b></p> <p><i>How are narratives and teachings read and how does this influence the practice of religion?</i></p> <p>Religion/s and faith-based global interactions can be explored and understood through their authoritative narratives such as sacred texts, formal teachings, pūrākau, and creeds.</p>	<p><b>Religion and ethical issues in the contemporary world</b></p> <p><i>How and why do religious communities respond to ethical issues?</i></p> <p>Religious communities engage with issues that affect the way we live in the world today. Understanding how and why diverse religious understandings inform ethical responses to contemporary issues, enables people who hold different beliefs about what is just and fair to understand each other. The idea of ngākau tapatahi (or impartial consideration of an issue, without taking sides; working together) becomes an integral part of relating to others.</p>

## Significant Learning

Religion in Aotearoa New Zealand	Religious systems and cultures	Authoritative narratives and texts	Religion and ethical issues in the contemporary world
<p><b>At Curriculum level 6:</b></p> <p><b>Students will:</b> Explore what religious communities look like in Aotearoa New Zealand</p> <p>Identify key aspects of religious communities. Understand that communities are shaped by both internal and external forces. Discuss developments in communities and how a community and its story evolves.</p>	<p><b>At Curriculum level 6:</b></p> <p><b>Students will:</b> Understand what makes a group/belief/activity "religious"</p> <p>Identify the characteristics and components of religion(s).</p> <p>Develop a vocabulary with which to discuss religious concepts.</p> <p>Engage with sources that record and inform religious practice.</p> <p>Explore concepts of faith and sacredness.</p>	<p><b>At Curriculum Level 6:</b></p> <p><b>Students will:</b> Explore the role of narrative in religion</p> <p>Identify religious texts, pūrākau, teachings, and other sources.</p> <p>Apply literary analysis to these narratives.</p> <p>Identify and explore the particular vocabulary and skills needed to read and interpret religious texts/narratives.</p> <p>Explore how teachings are derived from narratives.</p>	<p><b>At Curriculum Level 6:</b></p> <p><b>Students will:</b> Understand what ethical issues are</p> <p>Identify examples of ethical principles that religious tradition(s) engage with.</p> <p>Investigate how ethical principles are applied to issues and situations.</p>
<p><b>At Curriculum level 7:</b></p> <p><b>Students will:</b> Explore how historical events have influenced the religious landscape of Aotearoa New Zealand</p> <p>Explore and analyse the part played by religion in significant historical events and changes in society.</p> <p>Investigate why the religious landscape of Aotearoa is the way it is today.</p>	<p><b>At Curriculum level 7:</b></p> <p><b>Students will:</b> Understand how and why religious groups/beliefs/activities change over time</p> <p>Track the development of religious thought and practice.</p> <p>Develop an understanding of how religious groups, beliefs, rituals, symbols, and other key aspects are constructed and changed.</p>	<p><b>At Curriculum level 7:</b></p> <p><b>Students will:</b> Understand how authoritative/normative foundations impact tikanga (practices, customs, and protocols).</p> <p>Explore the nature of 'authority' and what makes a narrative authoritative.</p> <p>Explore how we derive practices, rules, and tikanga from authoritative sources.</p>	<p><b>At Curriculum level 7:</b></p> <p><b>Students will:</b> Understand how ethical issues are addressed/resolved by religious tradition/s</p> <p>Explain how religious tradition(s) respond to ethical issues.</p> <p>Explore the history of how religious traditions have developed and their evolved responses.</p>

<p>Consider factors such as patterns of migration, major events both national and international, and the responses to these in Aotearoa.</p>	<p>Investigate how and why religions and beliefs are transmitted or not.</p>	<p>Explore how texts, pūrākau, teachings, and other sources relate to practice and behaviour.</p> <p>Further develop the particular vocabulary and set of skills needed to analyse and discuss sources.</p>	<p>Explore how religious communities respond to issues of social justice.</p>
<p><b>At Curriculum level 8:</b></p> <p><b>Students will:</b> Understand the state of religious diversity in Aotearoa New Zealand now.</p> <p>Explore what the religious landscape might look like in the future.</p> <p>Analyse religious dialogue and interfaith connections.</p> <p>Explore new alliances between religious groups, spiritual movements, ecological movements and the influence of Māori and Pacific Christianity on continental traditions. Where and when do encounters occur?</p>	<p><b>At Curriculum level 8:</b></p> <p><b>Students will:</b> Understand the critical application of theories, models and/or patterns that can be applied in religious activity.</p> <p>Reflect on one's own views, beliefs and morals, to understand and articulate why other people hold views that are different.</p> <p>Consider factors such as ethnicity, education, and inter-religious debates, the implications of these differences on society in Aotearoa New Zealand, and if, and how, are such differences reconciled.</p>	<p><b>At Curriculum level 8:</b></p> <p><b>Students will:</b> Understand how authoritative/normative religious foundations are challenged or verified within one religion or between religions.</p> <p>Explore historical interactions within and/or between religions.</p> <p>Explore how religions use authoritative narratives to support or challenge an argument.</p> <p>Explore different conceptualisations of the same, or similar, narratives.</p>	<p><b>At Curriculum level 8:</b></p> <p><b>Students will:</b> Explore why religious responses to ethical issues matter.</p> <p>Analyse how religions engage with topical ethical issues.</p> <p>Explore why the issue(s) are significant.</p> <p>Identify and analyse the different sides of a debate.</p> <p>Explore different ways ethical principles may be interpreted and applied.</p>