



## Call for Submissions

**Date** **May 22, 2025**

**Reference Number** **2025-04**

The Department of Education (Programs and Services) is conducting a call for submissions to identify resources that may be useful to support the following courses:

### **Religious Education 7, 8 and 9**

Vendors who have materials currently available for purchase are invited to make submissions.

Vendors MUST comply with the **Resource Submission Procedures** in order to be eligible for inclusion in the environmental scan.

**All submissions must be received by:  
4:00 PM (Newfoundland Standard Time) August 13, 2025**

### **Resource Submission Procedures**

1. Review the **Appendices** of this document. Vendors will confirm that the resource being submitted:
  - a. aligns with the intent of the course description provided, and
  - b. supports the indicators listed.
2. Complete all sections of the **Resource Summary Form**.
3. Email the **Resource Summary Form**:  
To: toddwoodland@gov.nl.ca  
Subject: **Resource Submission - Reference Number 2025-04**
4. Ship 6 physical copies of each resource to:

**Learning Resources Distribution Centre  
Building 909, Pleasantville  
St. John's, NL  
A1A 1R1**



Clearly label the package(s), including grade level(s) if applicable:

**Resource Submission - Reference Number 2025-04**

Digital submissions will be considered, however, if available, at least one physical copy should be shipped to the mailing address above by the submission deadline. Digital submissions should be e-mailed to **toddwoodland@gov.nl.ca** with the subject line:

**Resource Submission - Reference Number 2025-04**

5. If additional information is required, send an email request to:

**Todd Woodland**  
**Manager (A), Curriculum Section**  
**Division of Program Development Department**  
**of Education [toddwoodland@gov.nl.ca](mailto:toddwoodland@gov.nl.ca)**

**Appendix 1: Resource Requirements/Preferences**

Requirements:

- Comprehensive and engaging resource(s) for Religious Education 7, 8 and 9 that align with the draft curriculum indicators in Appendix 2.
- Inclusive, culturally sensitive, and suitable for a diverse student population, incorporating Indigenous perspectives and contemporary global challenges.
- Resources must be in an accessible format that is compatible with assistive technology.
- A digital pdf version of successful titles will be requested for alternate format materials (AFM) purposes.
- Preferably available in both hard copy and digital formats.
- Estimated quantities of student resources required are 15,223 (based on 24-25 enrollment), with potential for more should enrollment increase.
- Built in ideas for formative and summative assessment preferable.
- Appropriate for junior high students.

**Appendix 2: Religious Education 7,8 and 9 Draft Indicators**

| <b>Religious Education 7<br/>Strand: Historical Concepts</b> |  |
|--|--|
| Target # 1 Belief Systems                                    | Examine the core beliefs and practices of various living belief systems                        |
|  | Explain how living belief systems have shaped morals and values across cultures and traditions |
| Target #2 Historical Impact                                  | Explore the historical development of living belief systems                                    |
|  | Examine the key figures who have influenced various living belief systems                      |
|  | Explore how different living believe systems have interacted throughout history                |
| Target #3 Sacred Texts                                       | Explore the basic teachings of sacred texts from differing living belief systems               |
|  | Discuss how sacred texts have influenced family structure and community belonging              |

**Religious Education 8**  
**Strand: Personal Concepts**

Target #4 Personal Search

Explore key milestones in the personal faith journey within a living belief system

Examine how commitment is expressed in different living belief systems

Explore factors why personal values may align with or differ from the teachings or practices of living belief systems

Target #5 Moral and Ethical Issues

Explore moral and ethical teachings across diverse living belief systems

Examine factors that determine what is morally and ethically acceptable in society

Develop an understanding that individuals must accept responsibility for their decisions

**Religious Education 9**  
**Strand: Community and Environment Concepts**

Target #6 Connectedness of Creation

Examine creation stories found in living belief systems

Explore living belief systems' teachings on environmental stewardship

**Target #7 Religion and Science**

Explore various aspects of the relationship between living belief systems and science

Examine the role of media in our understanding of the relationship between religion and science

Examine how various living belief systems respond to the ethical implications of science

**Target #8 Religion and Contemporary Issues**

Explore the influence of religious celebrations and observances on contemporary society

Explore how living belief systems affect decision-making in society

Examine how to distinguish between religion and cult