An tSraith Shóisearach do Mhúinteoirí

Junior**CYCLE**
for teachers

Cluster Delivery 2018/19

Religious Education

Table of Contents

Glossary of Terms

Assessment Task (AT) (Guidelines for the Classroom-Based Assessments and Assessment Task Page 16)

The Assessment Task is a written task completed by students during class time, which is not marked by the class teacher, but is sent to the State Examinations Commission for marking. The Assessment Task is specified by the NCCA and is related to the learning outcomes on which the second Classroom-Based Assessment is based.

Classroom-Based Assessments (Guidelines for the Classroom-Based Assessments and Assessment Task Page 8)

Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific tasks set out in the subject specification. The tasks are clearly described, as are the criteria for assessment to support teacher judgement. The criteria are found in the Features of Quality linked to each Classroom-Based Assessment. Although the assessment is similar to the formative assessment that occurs every day in class, in the case of classroom-based assessment the teacher's judgement is recorded for Subject Learning and Assessment Review and is used in the school's reporting to parents and students.

Features of Quality (NCCA Glossary of Terms)

Features of quality are the statements in the short course/subject specifications that support teachers in making judgements about the quality of student work for the purpose of awarding achievement grades for certification. As success criteria are closely linked to learning intentions and based on the day-to-day processes in the classroom, student learning will gradually come to reflect the requirements set out in the features of quality which are used for certification purposes.

Formative Assessment (Framework Pages 35-36)

The Junior Cycle will be underpinned by the further integration of formative assessment as a normal part of teaching and learning in classrooms. Formative assessment involves teachers and students reflecting on how learning is progressing and deciding next steps to ensure successful outcomes. A vital part of formative assessment is the feedback that teachers provide to their students. Through a range of assessment activities the teacher helps the student to identify what has been achieved and where there is room for further learning and development. To facilitate the type of learning envisaged above, the role of the teacher and the dynamics of the teacher-student relationship will evolve. Teachers will place a greater emphasis on integrating assessment into their teaching so they can better monitor students' progress in learning and identify how they can support students to reflect on and critically analyse their own learning.

Summative Assessment (NCCA Glossary of Terms)

Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.

Junior Cycle Profile of Achievement (Framework Page 46)

The JCPA will reward achievement across all areas of learning as applicable: Subjects, Short Courses, Wellbeing, Priority Learning Units, Other areas of learning. The JCPA will draw upon and report on achievement across all elements of assessment including ongoing, formative assessment; Classroom-Based

Assessments; and SEC grades which include results from the state-certified examinations and the Assessment Tasks.

The JCPA will have a nationally determined format. It will be compiled by the school and received by students in the autumn following third year, when all assessment results from the SEC and the school are available and confirmed.

Learning Outcomes and Learning Intentions (NCCA Glossary of Terms)

Learning Outcomes: Learning outcomes are statements in curriculum specifications to describe the knowledge, understanding, skills and values students should be able to demonstrate after a period of learning.

Learning Intention: A learning intention for a lesson or series of lessons is a statement, created by the teacher, which describes clearly what the teacher wants the students to know, understand and be able to do as a result of the learning and teaching activities.

Success Criteria (NCCA Glossary of Terms)

Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.

Subject Learning and Assessment Review (SLAR) Meetings (Framework (2015), Pages 39-40)

In Subject Learning and Assessment Review meetings, teachers will share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning. Each Subject Learning and Assessment Review meeting will be subject-specific and will focus on the Classroom-Based Assessment undertaken by the particular year group. Further information and resources can be found on the JCT Website: **www.jct.ie.**

Meet the Religious Education Team

Religious Education Team

Ailís Travers	Niall Mulpeter	Keith Young	Micheál Scully
Team Leader	Advisor	Advisor	Advisor
Religious Education	Religious Education	Religious Education	Religious Education

We look forward to working with you and supporting the introduction of the new specification. For further information and our contact details see the Religious Education page on www.jct.ie and follow us on Twitter *@JCT_RE*

Kind regards, The RE Team

Notes/ Reflection

Rationale

Religious Education promotes the holistic development of the person. It facilitates the intellectual, social, emotional, spiritual and moral development of students. Religious Education provides a particular space for students to encounter and engage with the deepest and most fundamental questions relating to life, meaning and relationships. It encourages students to reflect, question, critique, interpret, imagine and find insight for their lives. The students' own experience and continuing search for meaning is encouraged and supported.

Religious Education supports the development of students by helping them-to explore how religious and other beliefs are expressed; engage with life's big questions; and reflect on moral values for life.

As students learn to live in an increasingly pluralistic world, Religious Education has a critical role to play in the curriculum in providing opportunities for students to consider the variety of religious beliefs found in Ireland and elsewhere, become aware of different understandings of the Divine, and examine other interpretations of life. It encourages respect and understanding of different beliefs, perspectives and ways of living, including both the religious and non-religious response to human experience.

Religion has shaped and been shaped by historical events, something which continues today. Religious Education gives students an important framework for understanding past and present events, actions and beliefs and their impact within the context of people's lives. It also promotes an understanding of religions as dynamic, internally diverse and evolving over time. Religious Education within an Irish context offers students an opportunity to develop an understanding of how different religions, and Christianity in particular, have contributed to the society in which we live.

People today are faced with many concerns, many of which require an ethical response. Religious Education has an important contribution to make in encouraging students to engage critically with belief systems and principles of moral behaviour which can serve as a foundation for decisions.

Religious Education helps to equip students with the knowledge, understanding, skills, attitudes and values to support their life journey and enable them to participate in their communities and in the world as informed, respectful, responsible and caring members of society.
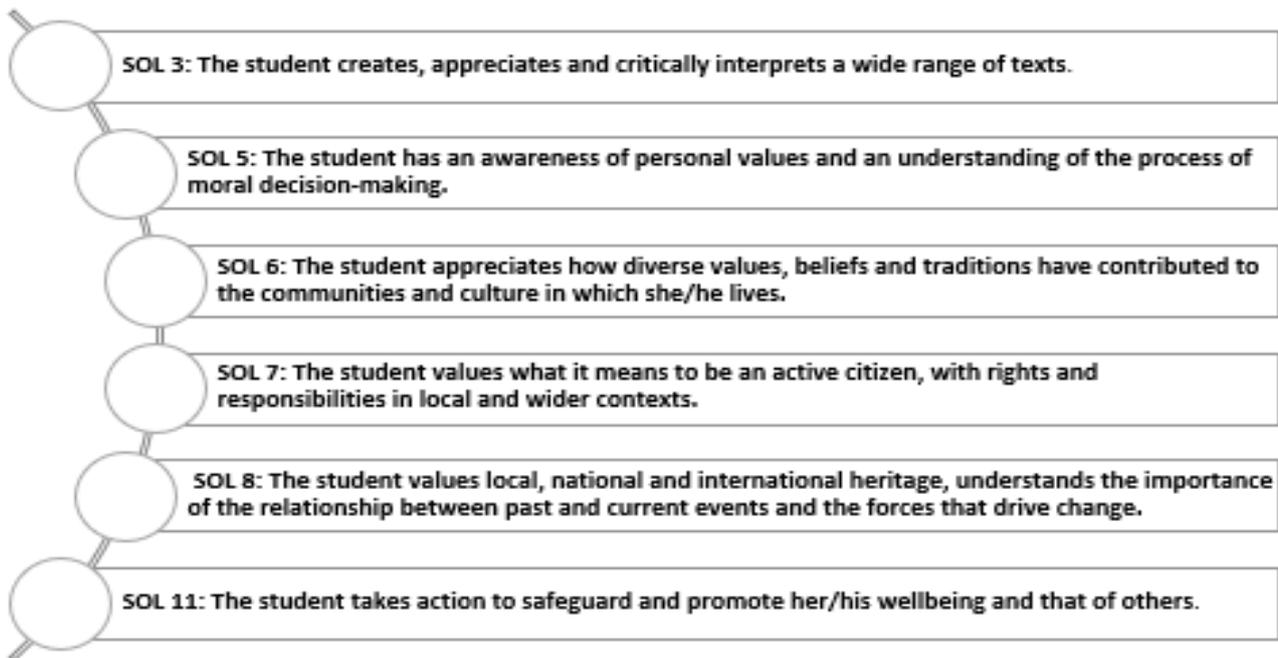
Aim

Religious Education aims to develop knowledge, understanding, skills, attitudes and values to enable young people to come to an understanding of religion and its relevance to life, relationships, society and the wider world. It aims to develop the students' ability to examine questions of meaning, purpose and relationships, to help students understand, respect and appreciate people's expression of beliefs, and to facilitate dialogue and reflection on the diversity of beliefs and values that inform responsible decision-making and ways of living.

Statements of Learning

Links between junior cycle Religious Education and the statements of learning

SOL 3: The student creates, appreciates and critically interprets a wide range of texts.

SOL 5: The student has an awareness of personal values and an understanding of the process of moral decision-making.

SOL 6: The student appreciates how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives.

SOL 7: The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts.

SOL 8: The student values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change.

SOL 11: The student takes action to safeguard and promote her/his wellbeing and that of others.

Question: Considering the Statements of Learning, which one would you be most excited in bringing to life in the Junior Cycle Religious Education Classroom?

Key Skills of Junior Cycle

Being Literate
- Developing my understanding and enjoyment of words and language
- Reading for enjoyment and with critical understanding
- Writing for different purposes
- Expressing ideas clearly and accurately
- Developing my spoken language
- Exploring and creating a variety of texts, including multi-modal texts.

Managing Myself
- Knowing myself
- Making considered decisions
- Setting and achieving personal goals
- Being able to reflect on my own learning
- Using digital technology to manage myself and my learning

Communicating
- Using language
- Using number
- Listening and expressing myself
- Performing and presenting
- Discussing and debating
- Using digital technology to communicate

Staying Well
- Being healthy and physically active
- Being social
- Being safe
- Being spiritual
- Being confident
- Being positive about learning
- Being responsible, safe and ethical in using digital technology

Working with Others
- Developing good relationships and dealing with conflict
- Co-operating
- Respecting difference
- Contributing to making the world a better place
- Learning with others
- Working with others through digital technology

Managing Information & Thinking
- Being curious
- Gathering, recording, organising and evaluating information and data
- Thinking creatively and critically
- Reflecting on and evaluating my learning
- Using digital technology to access, manage and share content

Being Creative
- Imagining
- Exploring options and alternatives
- Implementing ideas and taking action
- Learning creatively
- Stimulating creativity using digital technology

Being Numerate
- Expressing ideas mathematically
- Estimating, predicting and calculating
- Developing a positive disposition towards investigating, reasoning and problem-solving
- Seeing patterns, trends and relationships
- Gathering, interpreting and representing data
- Using digital technology to develop numeracy skills and understanding

KEY SKILLS

OIDEACHAIS | DEPARTMENT OF
AGUS SCILEANNA | EDUCATION AND SKILLS

NCCA
An Chomhairle Náisiúnta Curaclaim agus Measúnachta
National Council for Curriculum and Assessment

www.juniorcycle.ie

Key Skills Activity

Question: Consider the elements within the *Eight Key Skills*, pick an element within <u>one</u> of the key skills and create an example of associated student learning

Key Skill	Example of Key Skill Element	Examples of Associated Student Learning Activities

Exploring the Strands in the Junior Cycle Religious Education Specification

Expressing Beliefs

Expressing beliefs: This strand develops students' ability to understand, respect and appreciate how people's beliefs have been expressed in the past and continue to be expressed today through lifestyle, culture, rites and rituals, community building, social action and ways of life. It enables students to appreciate that people live out of their different beliefs — religious or otherwise. It also focuses on understanding and appreciating that diversity exists within religions.

> **Questions to Consider: How do individuals in Ireland today express their beliefs?**

Exploring Questions

This strand enables students to explore some of the questions of meaning, purpose and relationships that people wonder about and to discover how people with different religious beliefs and other interpretations of life respond to these questions. It focuses on students developing a set of knowledge, understanding, skills, attitudes and values that allows them to question, probe, interpret, analyse and reflect on these big questions, in dialogue with each other.

> **Strand 2: Questions to Consider: Where do individuals in Ireland today find answers to their big questions?**

Living Our Values

This strand focuses on enabling students to understand and reflect on the values that underlie actions and to recognise how moral decision-making works in their own life and in the lives of others based on particular values and/or beliefs. It also enables students to engage in informed discussion about moral issues and respectfully communicate and explain opinions, values and beliefs.

> **Strand 3: Questions to Consider: What influences the moral choices of individuals in Ireland today?**

Room for initial exploration ideas…

Activity: Exploring the Learning Outcomes

Task: Reading the learning outcomes from the strand you explored in session 1. Select one you might engage with in First year Religious Education, taking into consideration…

Stage of the students' learning journey

'Engaging, enjoyable and relevant learning experiences'

Inter-Religious Calendar within a given year

e.g. www.interfaith-calendar.org

Consider possible theme(s)
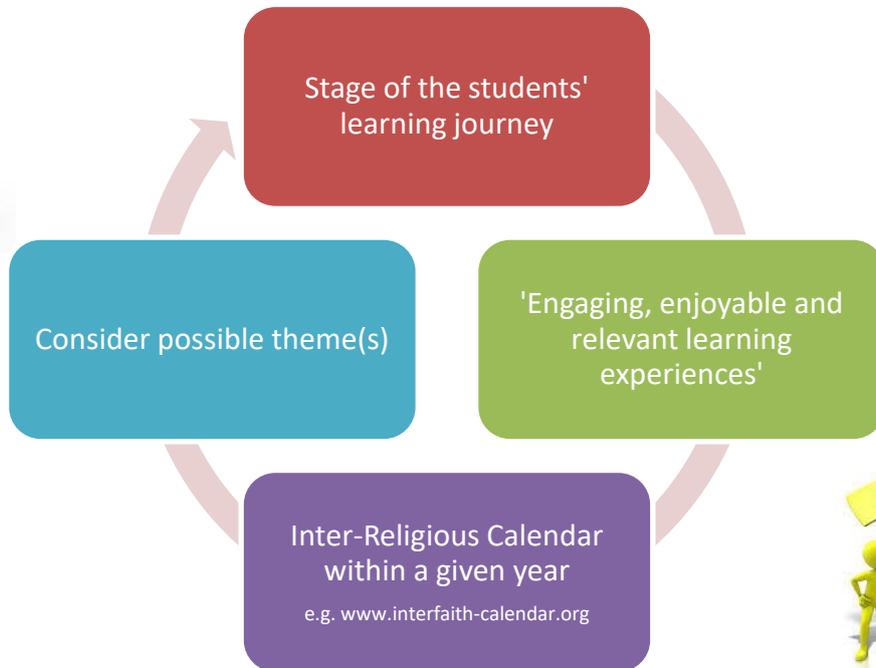
Learning Outcome and why you chose it:

Now find a partner with a different strand and consider if your learning outcome could link to form a unit of learning or If you felt your learning outcomes did not complement each other, please capture why?

Considering Units of Learning

'Interrelated and non-linear approach'

Possible Link? Why or why not?

Strand 1 Expressing Beliefs

Expressing beliefs develops students' ability to understand, respect and appreciate how people's beliefs have been expressed in the past and continue to be expressed today through lifestyle, culture, rites and rituals, community building, social action and ways of life. It enables students to appreciate that people live out of their different beliefs—religious or otherwise. It also focuses on understanding and appreciating that diversity exists within religions.

The three elements of enquiry, exploration and reflection and action are incorporated across all the learning outcomes, to different degrees.

Elements	Learning outcomes
	Students should be able to:
Enquiry	1.1 present the key religious beliefs of the five major world religions found in Ireland today
Exploration	1.2 investigate two communities of faith that have a significant presence in their locality/region (the communities of faith chosen must be associated with two of the five major world religions studied in the specification)
Reflection and action	1.3 engage with members of a faith community associated with one of the five major world religions studied in the specification and show an appreciation of how the religious beliefs of the community influence the day-to-day life of its members
	1.4 investigate how Christianity has contributed to Irish culture and heritage
	1.5 explore the presence of religious themes in contemporary culture through an examination of art, music, literature or film
	1.6 examine and appreciate how people give expression to religious belief in religious rituals, in formal places of worship and other sacred spaces
	1.7 discuss the significance of non-religious rituals/celebrations for people's lives
	1.8 describe the role of prayer in the lives of people of faith
	1.9 explain what was involved in the development of a particular sacred text within a major world religion and consider its continued significance for the lives of believers
	1.10 discuss the importance of dialogue and interaction between major world religions and within major world religions in promoting peace and reconciliation in the world today
	1.11 research religious or other organisations, working at a national or international level to promote justice, peace and reconciliation and consider how their work is an expression of their founding vision
	1.12 synthesise and consider the insights gained about how people express and live out their beliefs, religious or otherwise

Strand 2 Exploring Questions

Exploring questions enables students to explore some of the questions of meaning, purpose and relationships that people wonder about and to discover how people with different religious beliefs and other interpretations of life respond to these questions. It focuses on students developing a set of knowledge, understanding, skills, attitudes and values that allows them to question, probe, interpret, analyse and reflect on these big questions, in dialogue with each other.

The three elements of **enquiry, exploration** and **reflection and action** are incorporated across all the learning outcomes, to different degrees.

Elements	Learning outcomes
	Students should be able to:
Enquiry **Exploration** **Reflection and action**	2.1 research artistic, architectural or archaeological evidence that shows ways in which people have searched for meaning and purpose in life
	2.2 consider responses from one major world religion and from a non-religious world-view to some big questions about the meaning of life, such as, why are we here? How should we live? What happens when we die?
	2.3 explore how different narratives/stories, religious and non-religious, express an understanding of creation/the natural world, and consider their meaning and relevance for today
	2.4 research and present the understanding of the Divine found in two major world religions drawing upon their origins in sacred texts and/or other sources of authority
	2.5 create a biography of a founder or early followers of a major world religion, using religious and historical sources of information
	2.6 construct a timeline of one major world religion, making reference to key people, times of expansion and times of challenge
	2.7 explore how the religious teachings of a major world religion address an issue of concern for the world today
	2.8 present stories of individuals or of groups in the history of two major world religions that have had a positive impact on the lives of people because of their commitment to living out their beliefs
	2.9 describe how the faith of a believer can change at different stages in life
	2.10 synthesise and consider the insights gained about how people with different religious beliefs and other interpretations of life respond to questions of meaning, purpose and relationships

Strand 3 Living Our Values

Living our values focuses on enabling students to understand and reflect on the norms and values that underlie actions and to recognise how moral decision-making works in their own life and in the lives of others, based on particular values and/or beliefs. It also enables students to engage in informed discussion about moral issues and respectfully communicate and explain opinions and beliefs.

The three elements of **enquiry, exploration** and **reflection and action** are incorporated across all the learning outcomes, to different degrees.

Elements	Learning outcomes
	Students should be able to:
Enquiry **Exploration** **Reflection and action**	3.1 examine different sources of values and ways in which the values of a person relate to their everyday life choices, their relationships, and their responsibilities to others 3.2 reflect upon and discuss what it means to be moral, why people living in society need to be moral and what are the influences on and sources of authority for a person's moral decision-making 3.3 examine a moral code in two of the five major world religions and discuss how each code could influence moral decision-making for believers 3.4 investigate what living a morally good life means with reference to two major world religions and compare with a non-religious world view 3.5 examine how a moral decision-making process can help a person decide what is right and wrong in an everyday life situation 3.6 debate a moral issue that arises in their lives and consider what influences two different viewpoints on the issue 3.7 research the understanding of compassion, justice, peace and reconciliation found in two major world religions and ways in which these understandings can be seen in action 3.8 explain how an understanding of care for the earth found in a major world religion promotes the wellbeing of all people and the planet and discuss its relevance for today 3.9 synthesise and consider the insights gained about the norms, values and principles that inform decision-making and actions in the lives of people

Activity: Video Reflection

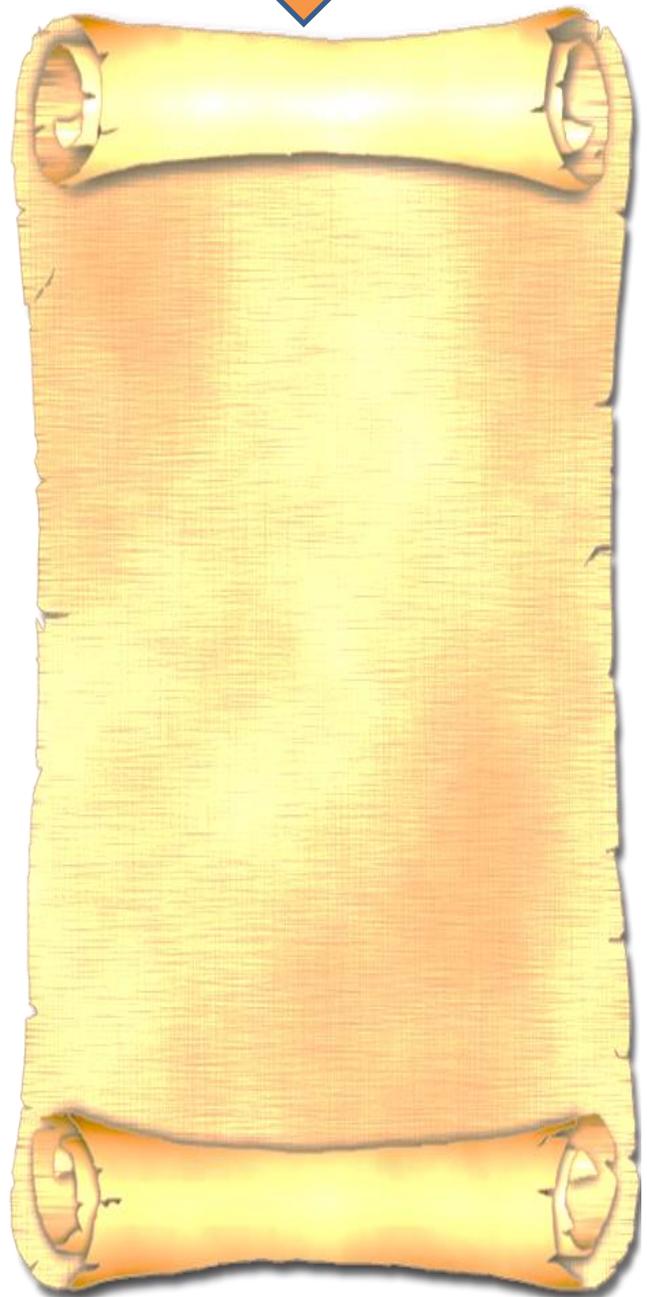**Consider: What aspects of the Irish wake, as described in the video, could be described as a religious or non-religious ritual when people die?**

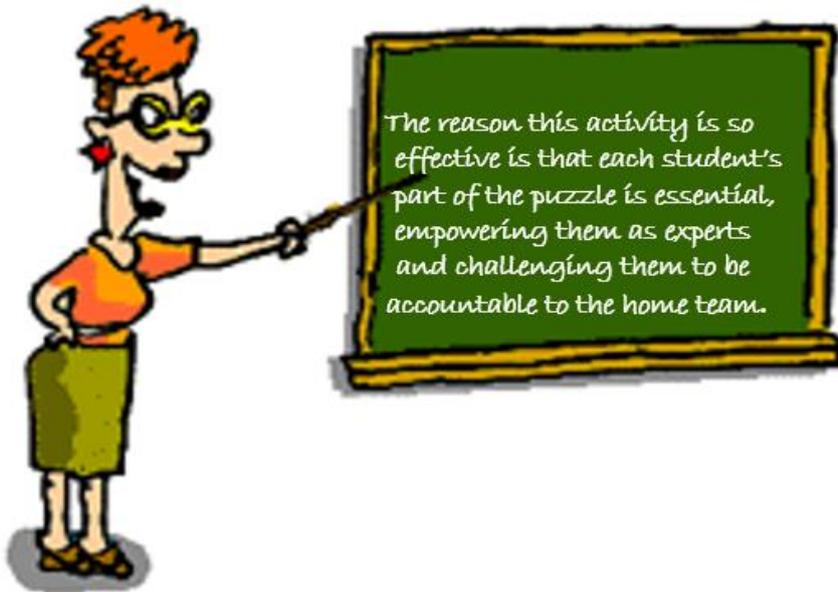## Religious Rituals
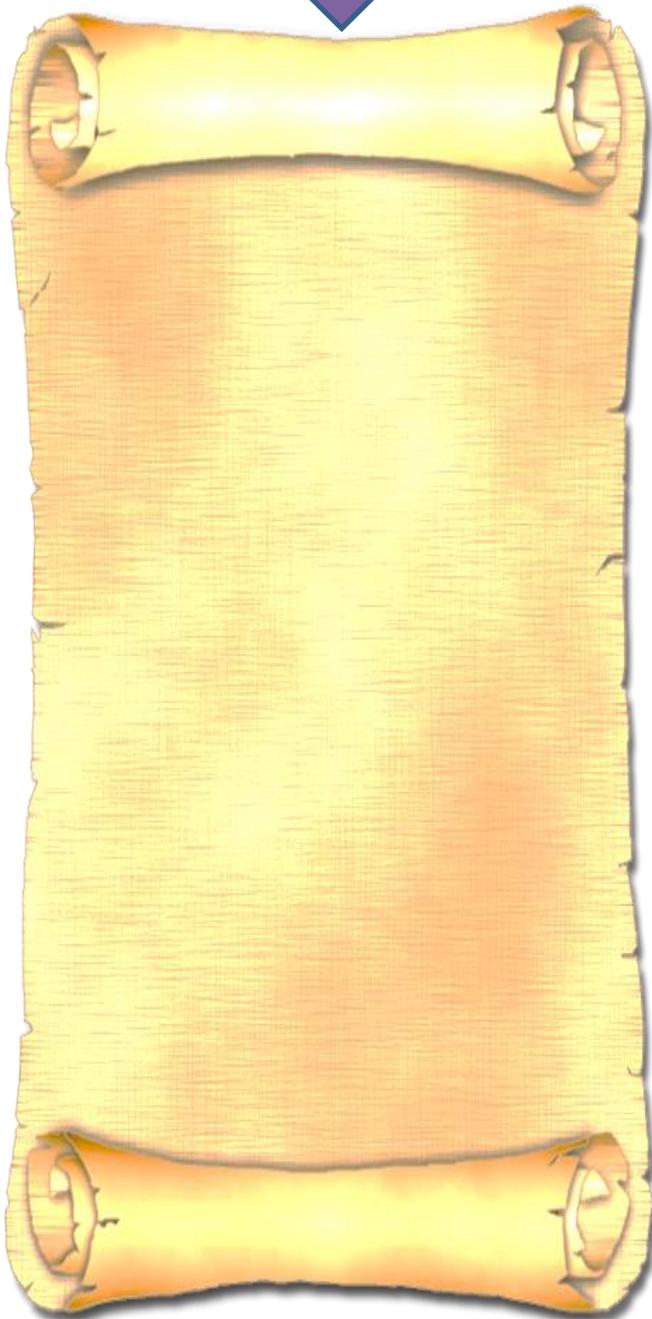
Non-religious Rituals

Jigsaw Learning

This is a cooperative learning activity. Students form a home team and are set a home team task. They break up into 'expert groups' and gain knowledge that feeds into the overall task. Just as in a jigsaw puzzle, each student's part is essential for the completion and full understanding of the home team task.

The reason this activity is so effective is that each student's part of the puzzle is essential, empowering them as experts and challenging them to be accountable to the home team.

Jigsaw Steps

- ✓ Assign World Religion
- ✓ Go to your stations
- ✓ Research & Answer Questions
- ✓ Fill in log booklet
- ✓ Re-form the home team & share knowledge

Jigsaw Research Worksheet

Go to your station and gather information to answer the three questions below

World religion or non-religious world view:	
Consider the response from this major world religion or non-religious world view to the big question, what happens when we die?	
How is this belief expressed in rituals within this major world religion or non-religious world view?	
How does the response of this major world religion or non-religious world view to the afterlife influence how people live their lives?	

Home Team Feedback Sheet

Share your findings with your home team and write down _three_ key pieces of information from each major world religion or non-religious world view!
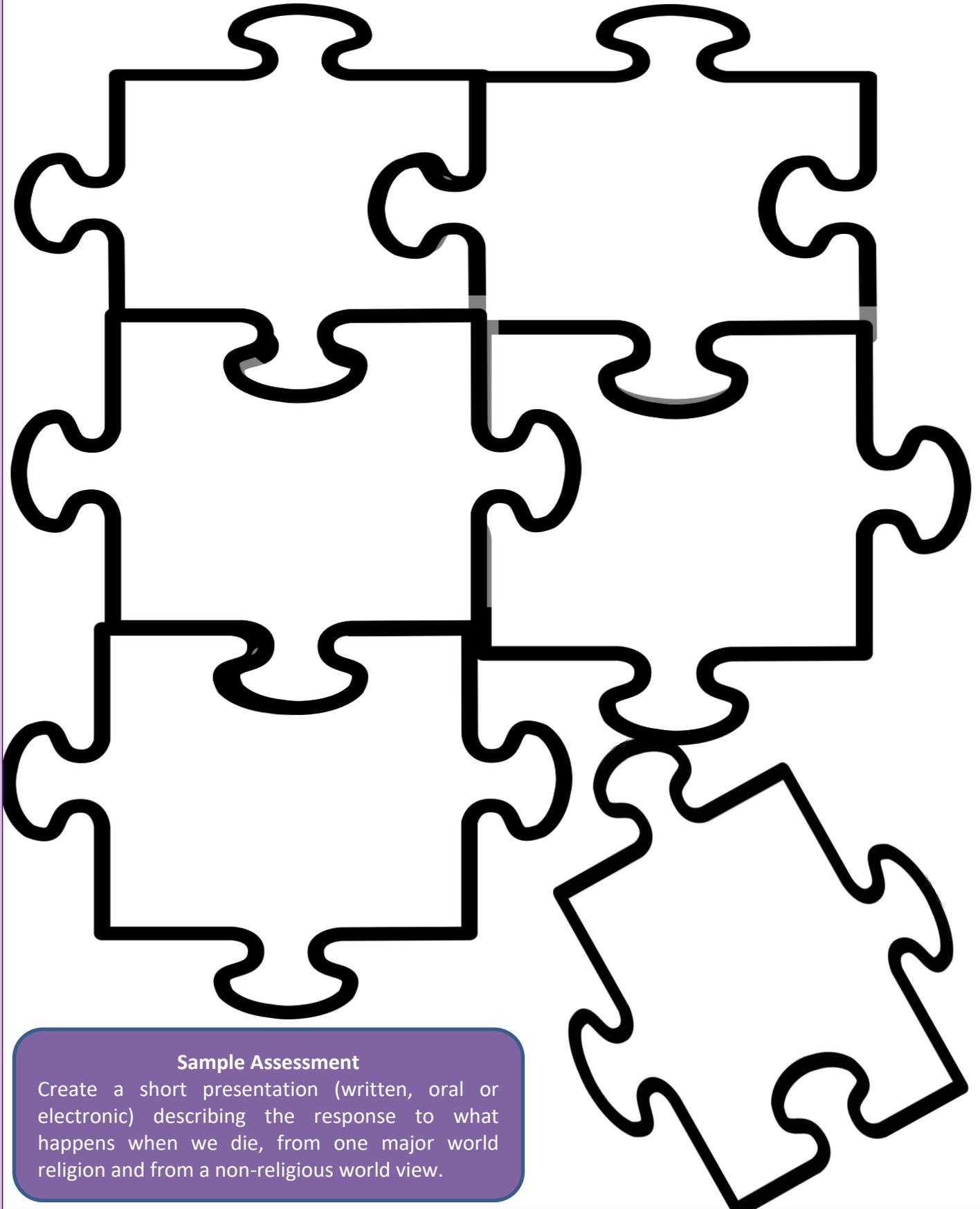
Sample Assessment

Create a short presentation (written, oral or electronic) describing the response to what happens when we die, from one major world religion and from a non-religious world view.

Considerations in Planning Units of Learning
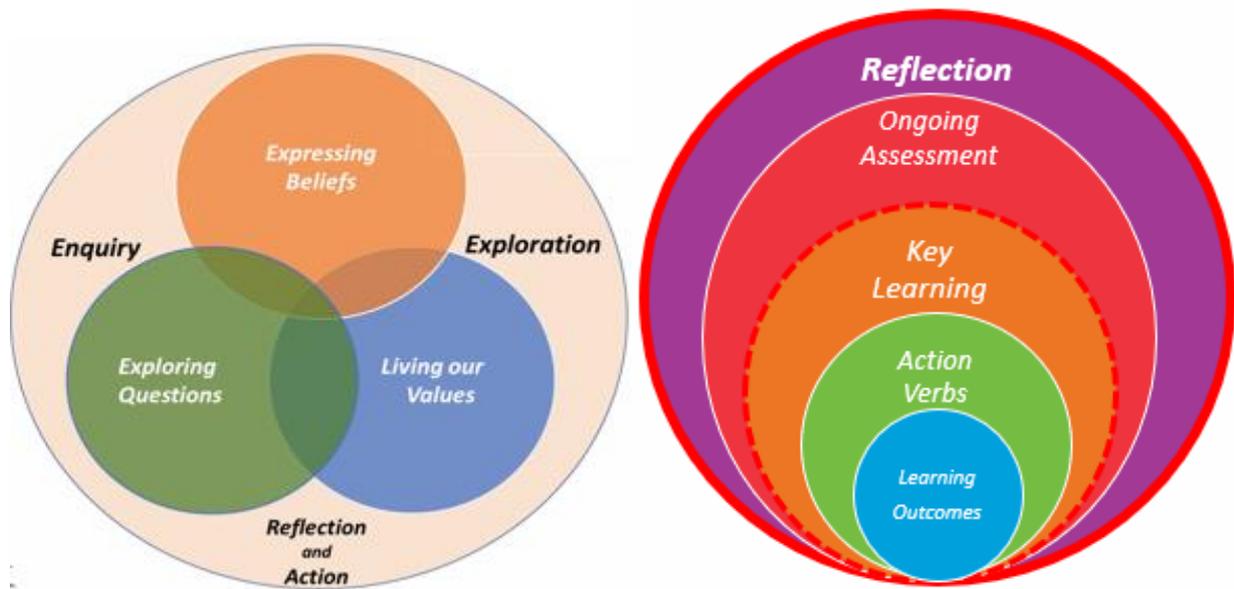
Considerations in Selecting Learning Outcomes

- ✓ Stage of students' learning journey
- ✓ Engaging, enjoyable and relevant learning experiences
- ✓ Consider possible theme(s)
- ✓ Inter-Religious calendar within a given year
- ✓ Inter-related and non-linear approach (how learning outcomes could link to form a unit of learning)

Planning a Unit of Learning: Sample Template 1

Unit of Learning		Duration	
Term		Year	

Prior Learning: Where are the learners in their learning journey?

Learning Outcomes: Learning outcomes in focus for this Unit of Learning

Key Learning: Created considering the learning outcomes and the action verbs

Agreed Assessment Checks: How can we check in on the learning?

Possible Resources

Reflection

Planning a Unit of Learning: Sample Template 2.
Collaborative Departmental Planning

Unit of Learning: _____

Learning Outcomes

Breakdown of Action Verbs

Key Learning for Students What will students be learning?	Assessment Opportunities How will we know what students have learned?

Planning a Unit of Learning: Sample Template 2.
Individual Teacher Planning

Possible Learning Experiences
What classroom experiences might support students in this learning?

Possible Resources
What resources do we have, or could we access?

Reflection
Individual and collaborative

ACTION VERBS

Relevant to the Learning Outcomes in Religious Education

An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE for teachers

Appreciate
acknowledge and reflect upon the value or merit of something

Compare
give an account of the similarities and/or differences between two (or more) items, perspectives or positions, referring to both/all of them throughout

Consider
reflect upon the significance of something

Construct
bring together different elements to form something whole

Create
bring something into existence; cause something to happen as a result of one's actions

Debate
set out a viewpoint or argument on a subject on which people have different views, supporting one's stance with evidence

Describe
give an account, using words, diagrams or images, of the main points of the topic

Discuss
examine different concepts, perspectives or opinions on a topic and then come to their own conclusion/viewpoint, supported by appropriate evidence or reasons

Examine
enquire into/look closely at an argument or concept in a way that uncovers its origins, assumptions and relationships

Explore
systematically look into something closely for the purpose of discovery; to scrutinise or probe

Reflect
give thoughtful and careful consideration to their experiences, beliefs and knowledge in order to gain new insights and make meaning of it for themselves

Research
Find suitable information, sort, record, analyse and draw conclusions

Engage
participate or become involved in something, allowing it to occupy your interest or attention

Explain
implies more than a list of facts/ideas: the reasons or cause for these facts/ideas must also be given

Investigate
observe, study, or make a detailed and systematic examination, in order to establish facts and provide supporting evidence for conclusions

Present
show something for others to examine

Synthesise
bring together separate elements/ideas in order to arrive at a new understanding

A full list of Action Verbs for the Specification can be found in the Glossary, pages 29 and 30.

Some Strategies Presented Today

Think-Pair-Share is a cooperative learning strategy that focuses on the student, independently formulating his/her own thoughts; discussing and refining them with a partner and then sharing with the group. Why use Think-Pair-Share? So that all students will think and speak, not just a vocal minority. If you just ask a question of the entire class, the quickest responder may actually de-incentivise the others from thinking about the question at all. More information can be seen on the following link: https://www.jct.ie/perch/resources/science/think-pair-share-explained-1.pdf

KWL: This strategy serves several purposes: it elicits prior knowledge of a subject (What the Students Know), it sets a purpose for reading and it helps students monitor their comprehension (What they would like to know). It then can be revisited after exploring a Unit of Learning to see what the students have learned. It is an excellent formative tool that allows to teacher to see where the students are at, where they need to go and how to get them there. Check out the following link on the JCT: https://www.jct.ie/wholeschool/strategies_result.php?strategy_id=15

Jigsaw: This is a cooperative learning activity. Students form a home team and are set a home team task. They break up into "expert groups" and gain expert knowledge that feeds into the overall task. Just as in a jigsaw puzzle, each student's part is essential for the completion and full understanding of the home team task. Check out the video describing this activity on the following link: https://www.jct.ie/wholeschool/strategies_result.php?strategy_id=1

Mentimeter: Everybody wants to be heard, so why not use mentimeter in transforming your classroom into an interactive classroom where everyone has a voice. Simple to use; create a question, present question, students use digital device to visit mentimeter website, type in the given code for your question and enter their answers. The answers are then graphically presented on the main screen - https://www.mentimeter.com/

Quizlet Live is an engaging in-class game where students work in teams to correctly match terms and definitions. The first team to match all terms and definitions correctly in a row wins the game. Quizlet Live is free to all teachers who have a Quizlet account. Teachers with upgraded Quizlet accounts have access to additional features and customisation options. Quizlet has lots of other activities to help students learn key words - https://quizlet.com/
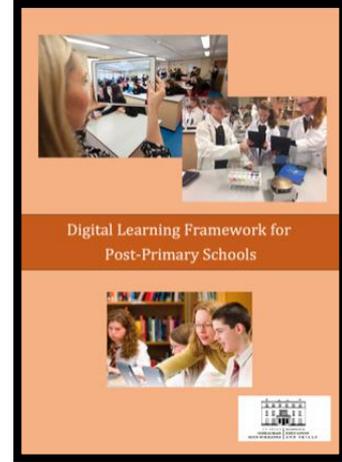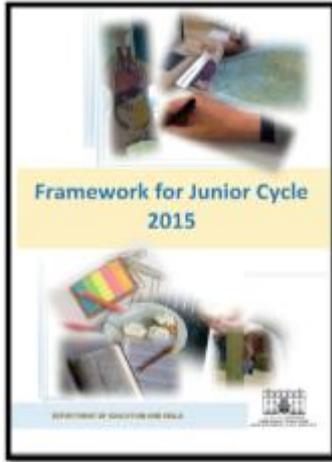
Key Document

Religious Education Specification
https://www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/Religious-Education
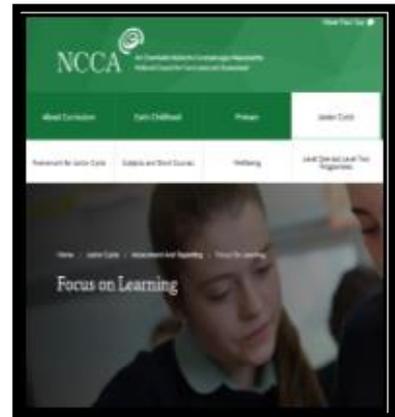
Other Relevant Documents

Websites

www.jct.ie   **www.curriculumonline.ie**   **www.ncca.ie**

Junior Cycle for Teachers (JCT) Support Service
A Department of Education & Skills Schools' Support Service

Administrative Office
Monaghan Ed. Centre
Armagh Rd
Monaghan
Tel: 047 74000

Directors Office
LMETB
Chapel Street
Dundalk
Tel: 042 936460

@JCT_RE