An tSraith Shóisearach do Mhúinteoirí

Junior**CYCLE**
for teachers

Cluster Delivery 2019/20

Religious Education

An Roinn Oideachais agus Scileanna
Department of Education and Skills

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Junior**CYCLE**
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GLOSSARY OF TERMS

Classroom-Based Assessments (CBA)
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 the 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
The features of quality support student and teacher judgement of the Classroom-Based Assessments and are the criteria that will be used by teachers to assess the student work.

Formative Assessment
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 meaningful 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.

Junior Cycle Profile of Achievement

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 written and practical examinations. 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 Intentions and Learning Outcomes
Learning Intention:
A learning intention for a lesson or a 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.

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

Subject Learning and Assessment Review (SLAR)
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 Assessments undertaken by the particular year group.

Success Criteria
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.

Summative Assessment
Assessment is summative when it is used to evaluate student learning at the end of the instructional process or 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.

Unit of Learning
A unit of learning links learning outcomes which clearly set out what the students should know, understand, and be able to do as a result of the learning and teaching activities within that unit.

Research Worksheet

**Muslim Sisters of Éire:** What values are evident in the clip?

Research Notes

Planning for Learning

Learning Intentions

'A learning intention for a lesson or series of lessons is a statement, created by the teacher, that describes clearly what the teacher wants the students to know, understand, and be able to do as a result of learning and teaching activities. Clear learning intentions should help students focus not just on the task or activity taking place but on what they are learning. Learning intentions are always linked to one or more learning outcomes in the specification'

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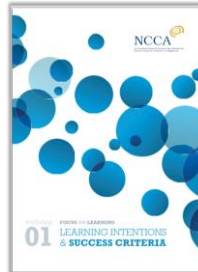
Effective Learning Intentions will…

*Always be linked to the intended learning
*Focus on the learning not the doing
*Be written in student-friendly language
*Focus on what the students will have learned by the end of the lesson
*Be broad enough so that they do not limit the wide range of learning experiences
*Be SMART

SPECIFIC
MEASURABLE
ACHIEVABLE
REALISTIC
TIMED

Success Criteria

'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.'

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Success Criteria…

*Must link clearly to the learning intention
*Need to be planned in advance
*Need to be owned by the student
*Need to be broad enough to include all the abilities in the class
*Lead to more focused and successful learning and teaching

Suggested Success Criteria

Reflection on Assessment Tools

Take a moment to reflect on what assessment tools you use in your classroom

Assessment Tools	🟢 Always	🟡 Sometimes	🔴 Never
Worksheet			
Homework assignment			
Quiz			
Classroom observation			
Oral questioning			
Discussion/debate			
Interview			
Toastmasters (students talk for two or three minutes on a topic)			
Spotlight			
Learning logs/journals/blogs			
Visual representations (graphic organiser; a poster or leaflet; a webpage or PowerPoint)			
Oral performance or presentation			
Pair or group assessment			
Students make a podcast or video to demonstrate their learning			
Take-home test			
Open-book test			
Students set own questions and agree marking scheme			
Backward test (i.e. students are given the questions beforehand and work in groups to prepare)			
Students compile a portfolio that demonstrates their best work			

Formative Assessment Reflection

Task: Are the following scenarios stated below examples of formative assessment

Statement	True	False	?
The teacher starts the class by asking students what they know about charity. Several students answer. The teacher then continues with the lesson. The focus for the lesson is on what the students answered about at the start of class.			
Teacher uses Quizlet live, an online quiz to test the students at the end of a lesson. The focus of the quiz is on the key terms that came up during the lesson and their meaning/definitions. The results are highlighted on the screen. Students are given immediate feedback on each response. At the end of the quiz, the teacher is given feedback to revisit the lesson with their students.			
The teacher employs a "ticket to leave" strategy and recognises that some students do not understand the topic that had been taught for the last 15 minutes. He/she does not revisit it immediately but revisits the material, using a different approach, in the next lesson.			
A student scrutinises his/her corrected assessment that was given to his/her class at the end of a unit of learning. A grade is found on the front page by the student and they also see red ticks throughout his/her corrected piece of assessment.			
Students participate using ICT to research the types of charity in Islam. They are instructed to compile their research as a report into an online document, which names two types of charity in Islam. As the students are working, the teacher filters around the room checking in on their screens, suggesting ideas and giving feedback on the progress of the students' reports.			
Students are given a written task with criteria for success. For homework, they are asked to plan out the task. The next day the students work in pairs to review each other's work using the criteria for success. They give each other suggestions for how they could improve on their plans and then act upon this feedback when completing their assignment.			
At the end of a unit the teacher uses a Kahoot quiz. The results are emailed to the teacher and he/she does not read them.			

Enquiry

In undertaking this CBA students might find it helpful to frame their initial enquiry around some guiding questions such as the following, although students are not confined to these:

Why is the person I have chosen worth exploring?

Is there a specific aspect of his/her life or event that I will explore?

What questions will guide my research?   What do I want to find out?

How can I ensure that my research is broad and balanced and draws on a range of perspectives?

Exploration

The students are engaging in exploration in order to draw their own personal conclusions, for the purpose of discovery. To begin this exploration students might consider:

How will I find information? For example: emailing, newspapers, websites, social media, library visit, visit to a place or organisation associated with the person, etc. Where possible, students should be encouraged to use more than one source/perspective. This is particularly important where students use internet-based sources.

Is there anyone I can consult or interview in relation to this person?
What values/beliefs and/or worldview shaped this person's life? What evidence can I provide?

How can I show the link between the person's actions and their values?

How has the person made a positive impact in the world – whether at a local or wider level?

Reflection and Action

It is important that students are encouraged to consider what they have learned through their exploration, how they have learned it and what it might mean for them now or in the future.

Report on a Person of Commitment

Students may choose to report in a variety of formats – written, audio, performance or multimodal - such as an essay, scrapbook, blog, script for a broadcast, letter, obituary, speech, oral presentation, interview, etc. Students may work individually and report individually. If they work in pairs or small groups and they can then choose to report individually or as a group, keeping in mind that each student will be assessed for their individual work against the Features of Quality.
Where students choose to present their report orally, it is useful to advise them that the report should last about three minutes. Where students are reporting orally as a small group, the duration of each student's contribution should be such as to allow each group member to make a meaningful contribution, although groups of three do not necessarily need to create a nine-minute oral report.

Space for Notes/Reflection

Classroom Based Assessment 1: A Person of Commitment

A Person of Commitment
During a period of three weeks, with support/guidance by the teacher, students will research and report on a person whose religious beliefs or worldview have had a positive impact on the world, past or present.

The learning outcomes assessed will, to an extent, depend on the person chosen. Some Learning Outcomes that **may** be particularly relevant to CBA 1: *A Person of Commitment* are set out below.

Expressing Beliefs	**1.3. Engage with members of a faith community associated with one of the five major world religions studied in the specification and who an appreciation of how the religious beliefs of the community influence the day-to-day life of its members** **1.12 synthesise and consider the insights gained about how people express and live out their beliefs, religious or otherwise**
Exploring Questions	**2.8 present stories of individuals or of groups in the history of two major world religions what have had a positive impact on the lives of people because of their commitment to living out of their beliefs**
Living our Values	**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** **3.9 synthesise and consider the insights gained about the norms, values and principles that inform decision-making and actions in the lives of people**

Possible ways of selecting a 'Person of Commitment'

A person known to the student who is living a life of commitment and making a positive difference in the world at a local, national or international level	The founder or member of an organisation or of a community committed to helping others.	A religious leader or world leader who has made a positive impact on the world	A person of faith associated with one of the five major religions studied in the specification or belonging to another major world religion.	A person who does not associate him/herself with any religion yet demonstrates commitment to a worldview and values that have impacted positively on the world at a local, national or international level.

CBA 1: A Person of Commitment: Features of Quality

The features of quality are the criteria used to assess the student's work.

Exceptional	Features of Quality
A piece of work that reflects these features to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.	The report displays exceptional research in both its scope and skills of enquiry. The report provides a thoroughly convincing and comprehensive account of how the person of commitment made a positive difference to the world and how this was influenced by his/her personal values/religious belief/worldview. There is evidence of insightful personal reflection on the learning and awareness of what it means for the student.
Above expectations A piece of work that reflects these features very well. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspect of the work in need of further attention or polishing, but on the whole the work is of a high standard.	The report displays very good research in both its scope and skills of enquiry. The report provides a convincing and comprehensive account of how the person of commitment made a positive difference to the world and how this was influenced by his/her personal values/religious belief/worldview. There is good evidence of personal reflection on the learning and what it means for the student.
In line with expectations A piece of work that reflects most of these features well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.	The report displays good research in both its scope and skills of enquiry. The report provides a reasonably clear and coherent account of how the person of commitment made a positive difference to the world and how this was influenced by his/her personal values/religious belief/worldview. There is some evidence of personal reflection on the learning and what it means for the student, albeit rather limited.
Yet to meet expectations A piece of work that falls someway short of the demands of the Classroom-Based Assessment and its associated features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.	The report displays limited research in both its scope and skills of enquiry. The report provides a very basic account of how the person of commitment made a positive difference to the world but little evidence of how this was influenced by their chosen person's values/religious belief/worldview. There is little or no evidence of personal reflection on the learning and what it means for the student.

Classroom Based Assessment 2: The Human Search for Meaning

The Human Search for Meaning
Students will, over a period of three weeks, with support/guidance by the teacher, explore artistic or architectural or archaeological evidence that shows ways that people have engaged in religious belief/the human search

The learning outcomes assessed will, to an extent, depend on the topic chosen. Some Learning Outcomes that may be particularly relevant to *The Human Search for Meaning* are set out below.

Expressing Beliefs	**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**
Exploring Questions	**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?** **2.10 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**

Possible ways of selecting a topic		
Artistic	**Architectural**	**Archaeological**
A painting/series of paintings	Cemetery	Ancient temples (e.g. Mayan or Aztec)
A statue, sculpture or monument	Mosque	A sacred river
A musical composition or song	Temple	A burial tomb
A film or play	Shrine	A pilgrim path
Etc.	Church or Cathedral	A holy well
	Etc.	Etc.

CBA 2: The Human Search for Meaning: Features of Quality

The features of quality are the criteria used to assess the student work.

Exceptional	Features of Quality
A piece of work that reflects these Features to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.	The report displays exceptional research and a clear understanding of how religious belief/the human search for meaning has been expressed in their chosen topic. The report is compelling and comprehensive in showing how the topic explored relates to one or more of life's big questions. The report includes an insightful personal response which shows the student has engaged with the topic and come to their own considered conclusions.
Above expectations A piece of work that reflects these Features very well. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspect of the work in need of further attention or polishing, but, on the whole the work is of a high standard.	The report displays very good research and understanding of how religious belief/the human search for meaning has been expressed in their chosen topic. The report shows very clearly how the topic explored relates to one or more of life's big questions. The report includes an authentic personal response which shows the student has engaged with the topic and come to their own considered conclusions.
In line with expectations A piece of work that reflects most of these Features well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.	The report displays reasonably good research and understanding of how religious belief/the human search for meaning has been expressed in their chosen topic. The report shows in a reasonably clear manner how the topic explored relates to one or more of life's big questions. The report includes some personal response, albeit rather limited, showing the student has made some effort to draw their own considered conclusion.
Yet to meet expectations A piece of work that falls someway short of the demands of the Classroom-Based Assessment and its associated Features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.	The report displays limited research and understanding of how religious belief/the human search for meaning has been expressed in their chosen topic. The report makes limited or little connection between the topic explored and one or more of life's big questions. There is little or no evidence of a personal response in the report or evidence of coming to their own considered conclusions.

See-Think-Wonder

See What do you see?	Think What do you think?	Wonder What do you wonder?

See-Think-Wonder: This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for enquiry. Use this routine when you want students to think carefully about why something looks the way it does or is the way it is. Use the routine at the beginning of a new unit to motivate student interest or try it with an object that connects to a topic during the unit of learning. Consider using the routine with an interesting object near the end of a unit to encourage students to further apply their new knowledge and ideas.

Shiva - Nataraja

Bloom's Taxonomy- Questioning

Higher Order Thinking Skills

Evaluation
Make and defend judgments based on internal evidence or external criteria.

appraise argue assess attach choose compare conclude contrast defend describe discriminate estimate evaluate explain judge justify interpret relate predict rate select summarize support value

Synthesis
Compile component ideas into a new whole or propose alternative solutions.

arrange assemble categorize collect combine comply compose construct create design develop devise explain formulate generate plan prepare rearrange reconstruct relate reorganize revise rewrite set up summarize synthesize tell write

Analysis
Break down objects or ideas into simpler parts and find evidence to support generalizations.

analyze appraise breakdown calculate categorize compare contrast criticize diagram differentiate discriminate distinguish examine experiment identify illustrate infer model outline point out question relate select separate subdivide test

Application
Apply knowledge to actual situations.

apply change choose compute demonstrate discover dramatize employ illustrate interpret manipulate modify operate practice predict prepare produce relate schedule show sketch solve use write

Comprehension
Demonstrate an understanding of the facts.

classify convert defend describe discuss distinguish estimate explain express extend generalized give example(s) identify indicate infer locate paraphrase predict recognize rewrite review select summarize translate

Knowledge
Remember previously learned information.

arrange define describe duplicate identify label list match memorize name order outline recognize relate recall repeat reproduce select state

| Cognitive Objective	Possible Prompts
Evaluation	**What would it be like if…? What would it be like to…? Design a… Imagine you are… What would have happened if…? Use your imagination to draw a picture of… Tell/write a different ending…**
Synthesis	**Why…? Why not…? What do you think about…? Why do you think that…? Rank in order of importance…**
Analysis	**What items are used…? What other ways could…? What things are similar/different…? What kind of person is…?**
Application	**What would happen if…? Would you have done the same as…? If you were there, would you…? How would you solve the problem…? In the library, find information about…**
Comprehension	**Tell me in your own words… What does it mean…? Give me an example of… Describe what… Make a map of… What is the main idea of…? Why do you think…?**
Knowledge	**Where…? What…? Who…? When…? How many…?**

Image taken from https://www.bulbapp.com/u/variations-of-blooms-taxonomy
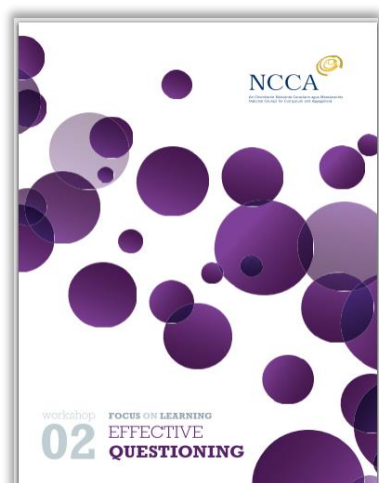
Making Questioning More Effective

When planning effective questioning it helps to focus on **why** you are asking the question in the first place. The chart below shows some of the many purposes for asking questions in a classroom.

Purpose of question	Examples
To prompt students to reflect on their conceptual understanding	• What is the most important idea from today's discussion? • Can you explain this concept in your own words? • Replace 'Do you understand? with 'Give me an example so I know you understand.
To ask a student to clarify a vague comment	• Could you say a bit more on that point? • Can you explain that a little more?
To prompt students to explore attitudes, values, feelings	• What are the values or beliefs that inform this argument? • What has influenced how you feel/what you believe about this topic
To prompt students to see a concept from another perspective	• How do you think that this issue might be viewed by those with whom you disagree? • Imagine how this might apply to another situation or problem?
To prompt students to support their assertions and interpretations	• How do you know that? • What has led you to that conclusion? • Where is the evidence? Is it reliable?
To prompt students to respond to one another	• What do you think about the idea just presented by your classmate? • Do you agree or do you see the issue differently? Explain.
To extend and deepen students thinking	• What are the assumptions that informed your thinking? • What/who influenced your thinking?
To ask students to predict possible outcomes	• What might happen if…? • What are some possible consequences of…? • What would be the result if a different set of assumptions were used to set up this scenario?
To prompt students to connect and organise information	• How does this shed light on the concept we studied last week? • Can you develop a graph or table that organises this information in a helpful way?
To ask students to apply a principle or formula	• How does this principle apply to this situation? • Who can suggest how we might use this new formula to solve the problem we examined earlier?
To ask students to illustrate a concept with an example	• Can you think of an example of this, drawn from your experience? • Can you point to a specific part of the novel that shows this theme? • Can you identify a painting or design that exemplifies that idea?

NCCA Toolkit
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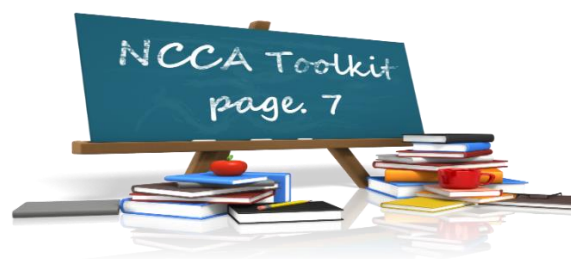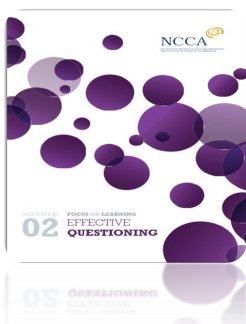
Reflecting on how you use questions in your classroom

In my classroom …	🟢 Always	🟡 Sometimes	🔴 Never
I think about the questions I am going to ask in class and plan one or two good questions per lesson.			
I ask questions that challenge and engage the students.			
Before teaching a new topic, I use questions to assess the students' prior knowledge and understanding.			
I ask questions that enable students to use existing knowledge or understanding to create new understanding.			
I ask questions to encourage creative and critical thinking.			
I try to avoid asking too many closed questions.			
I allow time for thinking after a question is asked in class.			

NCCA

workshop FOCUS ON LEARNING
02 EFFECTIVE QUESTIONING

Effective questioning is designed to:

- Identify the present level of understanding
- Extend and deepen learning
- Inform future planning

Effective questioning involves:

- Asking fewer 'closed' questions
- Learners explaining and justifying answers
- Asking more 'open' questions
- Involving whole class
- Differentiating questions
- Sequencing questions
- Providing think time
- Preparing key questions

Map of the Website

Key Documents   **News/Events**   **CPD Workshops**   **Planning**   **Assessment**   **Resources**

Framework
RE Specification
Information Leaflet
Assessment Guidelines

Latest News
Twitter Feed

Presentation 2018/19
Resource Booklet
Elective Workshops

Departmental Planning
Learning Outcomes and Action Verbs Poster
Unit of Learning Templates
Level 2 Planning
Professional Time Document

Assessment Guidelines

Learning Outcomes Poster
Action Verbs Poster
Webinar 2019
Webinar Resource 2019

Junior Cycle Religious Education Action VERBS

Analyse
study or examine something in detail, to break it down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions

Appreciate
acknowledge and reflect upon the value or merit of something

Assess
show skills of judgement and evaluation, balancing different perspectives

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

Critique
state the positive and negative aspects of, for example, an idea, perspective or event and give reasons

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

Devise
plan, create or formulate something by careful though

Differentiate
recognise or ascertain what makes something different

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

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

Evaluate (ethical judgement)
collect and examine evidence to make judgements and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgements about ideas, solutions or methods

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

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

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

Identify
recognise and state briefly a distinguishing fact or feature

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

List
provide a number of points or facts, with no elaboration

Justify
outline set out the main points of information on a topic; restrict to essentials give valid reasons or conclusion

Outline
set out the main points of information on a topic; restrict to essentials

Present
show something for others to examine

State
provide a concise statement with little or no supporting argument

Recommend
put forward something with approval as being suitable for a particular purpose

Suggest
propose a solution, hypothesis or other possible answer

Recognise
identify facts, characteristics or concepts that are critical (relevant/ appropriate) to the understanding of a situation, event, process or phenomenon

Survey
examine or measure in a detailed manner

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

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

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

Trace
set out the development of a thought, belief, practice, event, etc. in a chronological manner

Some Strategies Presented Today

Padlet is an online virtual "bulletin" board, where students and teachers can collaborate, reflect, share links and pictures, in a secure location. Padlet can capture the student voice instantly, proved a platform for effective feedback and organise the collective ideas of a group. For more information go to https://padlet.com/

Placemat is an activity gives all students the opportunity to work individually, to share ideas and learn from each other in a cooperative small-group discussion. For more information go to https://www.jct.ie/perch/resources/wholeschool/strategies-placemat.pdf

3-2-1 is a strategy that gives students a structure to record their understanding of what they have learned. It also gives teachers the opportunity to identify aspects of the lesson that need more attention, as well as areas of student interest. For more information visit https://www.jct.ie/perch/resources/wholeschool/strategies-3-2-1.pdf

A Ghost-Walk is classroom visit to a station where the participants simply make note of what they see and/or don't see in relation to a focus question or specified categories.

Think-Pair-Share is a strategy designed to provide students time and structure for thinking on a given topic, enabling them to develop individual ideas and share these ideas with a peer. For more information visit **https://www.jct.ie/perch/resources/wholeschool/strategies-think-pair-share.pdf**

JUNIOR CYCLE RELIGIOUS EDUCATION LEARNING OUTCOMES

ELEMENTS

Enquiry | Exploration | Reflection and action

STRANDS

EXPRESSING BELIEFS

1.1 present the key religious beliefs of the five major world religions found in Ireland today

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)

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

EXPLORING QUESTIONS

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

LIVING OUR VALUES

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

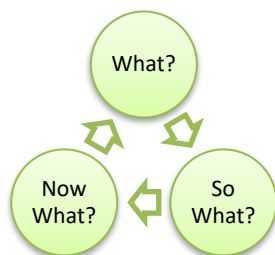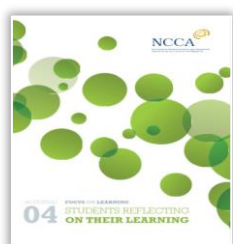# Reflecting on Learning

What? What have I learned?

Session 1	Session 2	Session 3

So what? What does this tell me about my strengths and about the gaps in my understanding?

Session 1	Session 2	Session 3

Now what? What can I do to improve my understanding? What are my next steps? What are my targets and goals for moving forward?

Session 1	Session 2	Session 3

What?

Now What?

So What?

Rolfe, Freshwater and Jasper (2001) propose using three simple questions when reflecting on learning: What? So what? Now what?
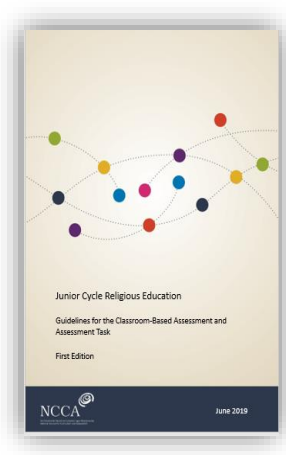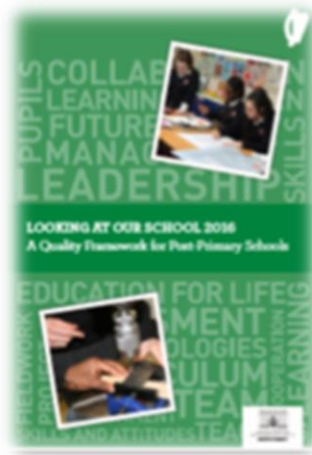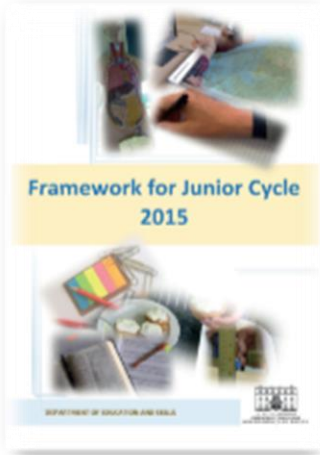
Adapted from Focus on Learning Students Reflecting on Their Learning page

Key Document
Religious Education Specification
https://www.jct.ie/religious_education/key_documents

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

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