



# Planning for Teaching, Learning and Assessment: Junior Cycle Religious Education

## Self-directed Interactive CPD JCT Religious Education

School Name:



An Roinn Oideachais  
Department of Education

An tSraith Shóisearach do Mhúinteoirí  
**Junior CYCLE**  
for teachers

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## Introduction

This self-guided interactive CPD is entitled **Planning for Teaching, Learning and Assessment**. It will give you the opportunity to consider how your school's plan can enable students to experience Religious Education as a connected body of ideas.

It can be used individually or as a subject department. The approaches, ideas and concepts presented are not intended to be definitive, and teachers could well form a different set of ideas or try alternative approaches. They may be useful to think about when considering your school's approach to planning.

The Junior Cycle Religious Education Specification states:

The specification affords freedom for teachers to facilitate learning in a way that reflects students' individual curiosity, choices and convictions. Working with this specification, teachers will plan learning experiences that are relevant and can engage students coming from a range of backgrounds, beliefs and world-views. In using the learning outcomes, teachers should plan for learning that is inclusive, engaging and genuinely responds to students' interests and questions.

The anticipated time to complete the core parts of this interactive piece of CPD is 2 hours.

The core parts of the document are:

- Reviewing units of learning
- Planning over the three years
- Planning - Next Steps for Our Department

This workbook is designed be a living document that teachers can return to on an ongoing basis to inform and guide the professional conversations that support effective planning processes.

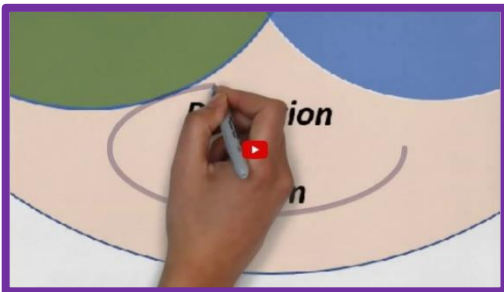
Each student cohort is unique and our approaches to teaching, learning, assessment and reporting will vary depending on the identified needs that emerge through our engagement with our own students.

## Using this Workbook

This workbook has been designed to accommodate a self-directed piece of interactive CPD for junior cycle RE teachers. Throughout the workbook you will find information through text and videos, questions to prompt thinking and/or discussion, and activities to help you plan. Space is provided for you to capture notes based on your thoughts and/or discussions.

If you are using the **printed PDF version** of this workbook you can document your thoughts and ideas by *writing* in the spaces provided.

If you are using the **editable Word version** of this workbook you can document your thoughts and ideas by *typing* in the spaces provided.



All videos have a purple border and include a link to the video beneath the image. There are two hyperlinks to videos in this document. If using this resource as a Word document, you may need to press the *Ctrl* key when you click to open hyperlinks.



This symbol indicates a question to be used for consideration and/or discussion. Space is provided should you wish to document any thoughts or discussion points.



This symbol will accompany a suggested time for each activity.



This symbol indicates a written activity. You can write in a printed version of the workbook or type directly into this workbook.

## Planning with the Specification



**Suggested time 5 minutes.**

This short video is just over 2 minutes and provides a brief overview of planning units of learning in RE.



[https://www.youtube.com/watch?v= tyxOZE9HIA&feature=emb\\_logo](https://www.youtube.com/watch?v=tyxOZE9HIA&feature=emb_logo)



- Have you downloaded the specification?
- Do you refer to it when planning?
- Have you used the glossary to help your understanding of what it means?

## Reviewing/Creating Units of Learning – Elements to Consider



**Suggested time 40 minutes.**

Relevance

Inclusion

Student Voice

Enhanced Teacher  
Collaboration and  
Professionalism

This is an additional support, which you may decide to use now or at a future date, as you create new units of learning or review existing units for your school.

There are examples of units of learning planning templates available on the JCT Religious Education website in the planning section.

Unit Title:

- What are the core ideas or concepts that students engage with and learn about during this unit?

Student Context:

- What are some of the unique characteristics of this student group that need to be considered?
- What prior learning might students have engaged with?

Learning Outcomes:

- What learning outcomes from the three strands can be brought together for this unit?
- What elements come to the fore in this unit?

Key Learning:

- What are the key ideas students' need to learn?
- What connections can students make with their own life experiences?
- What connections will the students be able to make with other areas of the RE programme of learning?
- What misunderstanding or misconceptions are likely to occur?
- What processes of enquiry will students develop fluency in?
- What Religious Education language and/or vocabulary should students become fluent in, through their engagement with this unit?

Notes:

Notes:

Notes:

Notes:

### Ongoing Assessment

- Does the ongoing assessment reflect the identified key learning?
- Are there specific learning experiences that can elicit student thinking?
- How might students demonstrate their learning?

### Learning Experiences

- What tasks or activities could students engage with to develop their understanding?
- How aware are the students of which active learning activities best suit their ability to understand and demonstrate the key learning?

### Reflection

- What went well during this unit?
- What adaptations could be made to the unit to increase student learning and achievement?
- How effective were the methods of assessment used during the unit at eliciting evidence that could inform pedagogy?

Notes:

Notes:

Notes:

### Reflection Informing Practice:

Is there professional learning from the teaching, learning, assessment and reporting of this unit that could inform the creation of new plans and/or the review of previous planning?

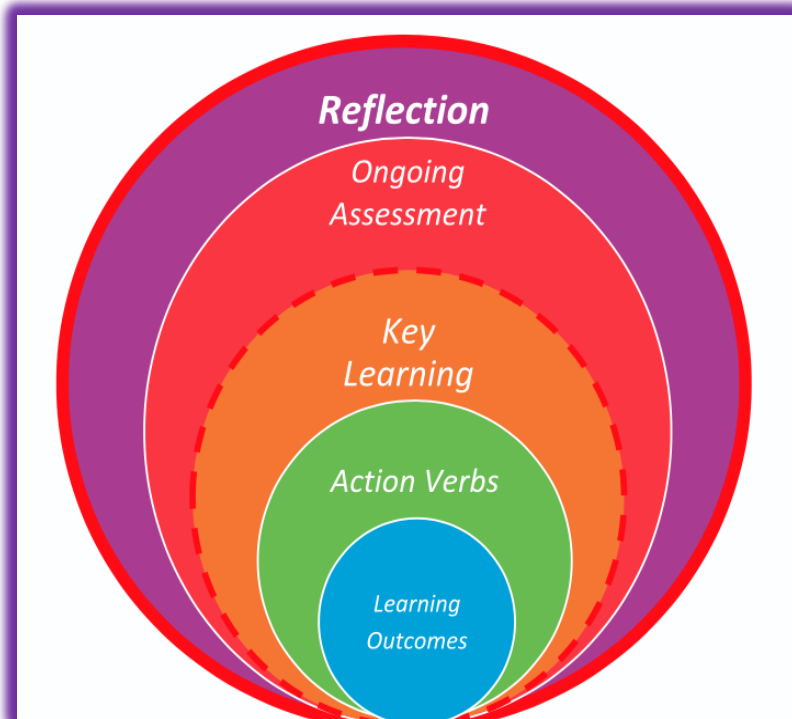
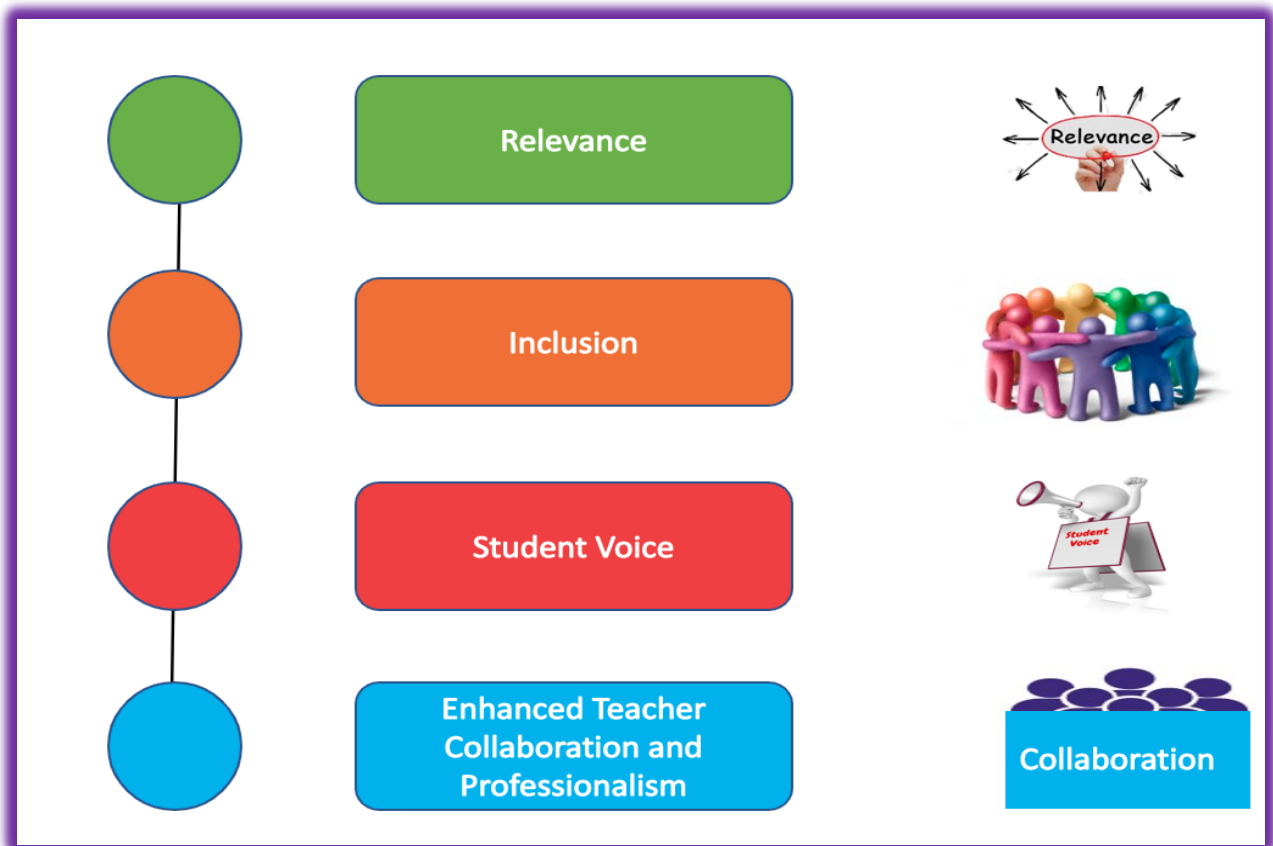
Does the unit prepare students for learning sequences or CBA windows that have yet to happen?

Is there opportunity to develop cross-curricular links with this unit in the future?

How can this unit develop upon the school's current SSE process?

## Planning Considerations – Supporting Effective Practice

The infographics provide a lens, through which we can look, as we reflect on where we are currently at with our planning and to where we would like to go next.



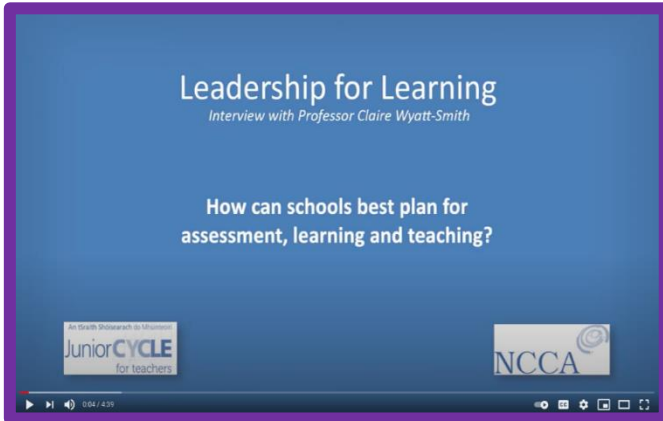
[https://www.jct.ie/religious\\_education/cpd\\_workshops\\_2018\\_2019](https://www.jct.ie/religious_education/cpd_workshops_2018_2019)



## Reflection on Planning



Suggested time: 20 minutes



There are three distinct sections within this video to inform teacher collaboration and professional conversations:

00:00 Curriculum Driven v Readiness to Proceed

01:47 Next Steps Teaching

03:04 Planning from the Outset and Shared Understanding

<https://www.youtube.com/watch?v=IHDbWE1jyS8>



Reflect on your own approach to planning for learning, teaching and assessment.

Is the focus on 'driving content/ outcomes' or on 'learning'?

How can a shift in focus from 'driving content/ outcomes' to a focus on 'learning' improve our collaborative approach to planning for assessment, learning and teaching?

The following prompts referenced in the clip may support your discussion.

- Discussing the key learning or learning goals for a unit of learning
- Discussing ongoing assessment opportunities that will give students a chance to demonstrate their learning
- Discussing what quality looks like for any assessments at the planning stage
- Sharing/collaborating on resources, methodologies and/or approaches that support learning before, during and after a unit of learning
- Reflecting on evidence of prior student learning to establish a starting point for planning
- Gathering evidence for "readiness to proceed" throughout the unit of learning.

## Getting Started - Creating a First Year Overview for Our School



Suggested time: 20 minutes

Use the space below to make notes as you begin to put together an overview plan for first year Religious Education for your school. The following questions are prompts to help you get started:

- By the end of First Year Religious Education, what do you want your students to have achieved?
- What might you add or remove to your current First Year plan based on your response to the previous question?
- Based on your experience, are there particular concepts that you would like students to have a robust understanding of as they transition from junior to senior cycle?
- How might this process inform your planning for second and third year?

Click to insert thoughts or comments:

## First Year RE Planning Overview Template

Use the template below to map out an overview of First Year Religious Education in your school. You may wish to create a new plan altogether or use this activity as an opportunity to review and consider your current plans.

	Unit Name	Unit of Learning Description
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		
Week 11		
Week 12		
Week 13		
Week 14		
Week 15		
Week 16		
Week 17		
Week 18		
Week 19		
Week 20		
Week 21		
Week 22		
Week 23		
Week 24		
Week 25		
Week 26		
Week 27		
Week 28		
Week 29		
Week 30		
Week 31		
Week 32		
Week 33		

## Ongoing Review of Planning



Suggested time: 20 minutes

It is likely you still have further items to consider for your year-to-year overview.



*Once your plans are more fully formed you can use this page as a reflection tool to review your plan at a future date.*

**This page includes prompt questions for you to think about and/or discuss as your plans continue to develop. The question prompts below have been designed to support you with the ongoing review of your plans.**

On reviewing your year-to-year overview, are there any gaps in student learning that need to be addressed?

Click to insert text...

How might changes you have made to your First-Year plan impact subsequent years?

Click to insert text...

How does the sequence of the units in your plans promote progression and plan for connections?

Click to insert text...

Do the units in your plans reflect the breadth and depth to which your students experience some of the underpinning concepts and ideas in junior cycle Religious Education?

Click to insert text...

## Second Year RE Planning Overview Template

Use the template below to map out an overview of Second Year Religious Education in your school. You may wish to create a new plan altogether or use this activity as an opportunity to review and consider your current plans.

	Unit Name	Unit of Learning Description
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		
Week 11		
Week 12		
Week 13		
Week 14		
Week 15		
Week 16		
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Week 22		
Week 23		
Week 24		
Week 25		
Week 26		
Week 27		
Week 28		
Week 29		
Week 30		
Week 31		
Week 32		
Week 33		

## Third Year RE Planning Overview Template

Use the template below to map out an overview of Third Year Religious Education in your school. You may wish to create a new plan altogether or use this activity as an opportunity to review and consider your current plans.

	Unit Name	Unit of Learning Description
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		
Week 11		
Week 12		
Week 13		
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Week 30		
Week 31		
Week 32		
Week 33		

## Planning - Next Steps for Our Department



**Suggested time: 15 minutes**

**Take some time to consider your next steps and use the space provided below to prioritise these steps for your departmental planning.**

Some suggestions are provided below:

- Become more familiar with some of the fundamental concepts and ideas in Religious Education
- Look to plan for connections to increase the chances students will make connections in Religious Education
- Revisit the first draft of your department's Year to Year Overviews
- Review the components of your units of learning and the interconnection between these in your department's unit plans.

Click to insert text...

## LEARNING OUTCOMES AUDIT TEMPLATE

The learning outcomes audit sheet on the next two pages may be helpful to keep track of in identifying which learning outcomes our students have engaged with to date and to assist in keeping track of our progression throughout the Junior Cycle RE programme of learning. As you revisit learning outcomes on an ongoing basis; the space below allows you to note to what degree each learning outcome has been engaged with at any particular point and to assess our students' readiness to proceed. It is helpful to note that if a learning outcome has only been partially engaged with; we can use the text space below to record that, collaborate and make decisions around how best to amend our planning.

Click to insert text...

The colour coding in the audit sheets are by stand with the outcomes linking to each CBA highted as follows:

Classroom Based Assessment 1:



Classroom Based Assessment 2:





## LEARNING OUTCOMES AUDIT

Please tick the box applicable to the learning outcomes achieved this year.



### STRAND 1: EXPRESSING BELIEFS

UNITS	1	2	3	4	5	6	7	8	9	10
1.1										
1.2										
1.3										
1.4										
1.5										
1.6										
1.7										
1.8										
1.9										
1.10										
1.11										
1.12										

### STRAND 2: EXPLORING QUESTIONS

UNITS	1	2	3	4	5	6	7	8	9	10
2.1										
2.2										
2.3										
2.4										
2.5										
2.6										
2.7										
2.8										
2.9										
2.10										

### STRAND 3: LIVING OUR VALUES

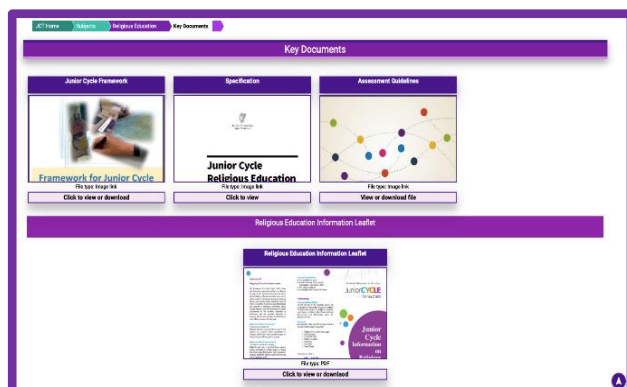
UNITS	1	2	3	4	5	6	7	8	9	10
3.1										
3.2										
3.3										
3.4										
3.5										
3.6										
3.7										
3.8										
3.9										

## Additional Resources

Click on the resource image to follow a hyperlink to each resource location.

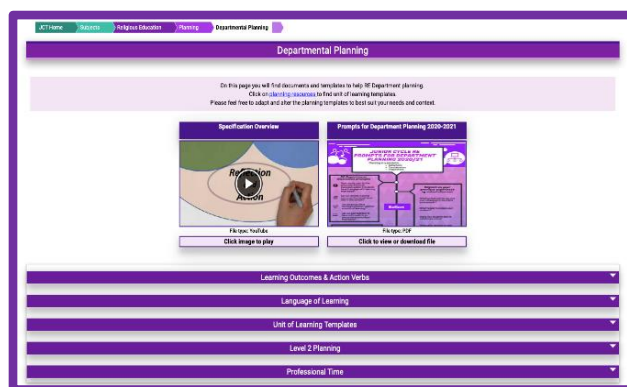
### Key Documents

This section of the website includes links to the NCCA's curriculum online website where key documents such as the Junior Cycle RE Specification are hosted.



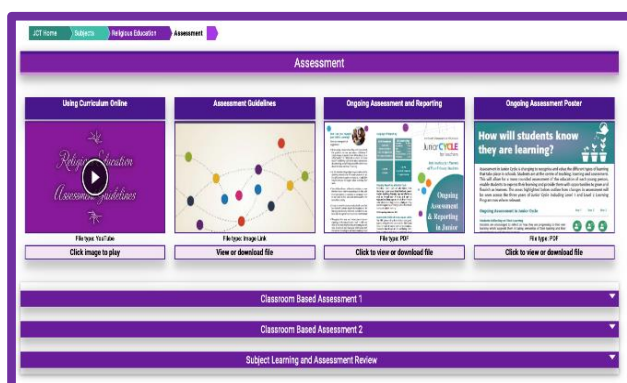
### Departmental Planning

A series of resources to support RE departments with their collaborative departmental planning activities. This which includes information on planning for the inclusion of level two learners in the RE classroom.



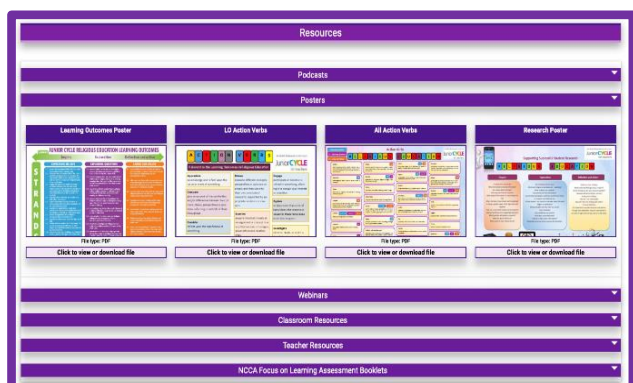
### Assessment

This section of the website provides resources to support teachers in planning for ongoing assessment within the RE classroom and in the planning for Classroom Based Assessments and Subject Learning Assessment Review Meetings.



### Resources

A series of resources which include podcasts, posters, webinars, classroom resources, teacher resources and the NCCA Focus on Learning Series Booklets.



An tSraith Shóisearach do Mhúinteoirí  
JuniorCYCLE  
for teachers

**Contact details:**

Administrative Office:  
Monaghan Ed. Centre,  
Armagh Road,  
Monaghan.

[www.metc.ie](http://www.metc.ie)

Lots of information and resources available on our website:  
[https://www.jct.ie/religious\\_education/religious\\_education](https://www.jct.ie/religious_education/religious_education)

For any queries, please contact us on one of the following:



[www.jct.ie](http://www.jct.ie)



@JCT\_RE



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