

Curriculum Planner – Religious Education

Values

Compassion Faithfulness
 Forgiveness Integrity
 Justice Peace
 Respect Service

Experiences and Outcomes (Es & Os)

Es and Os drive curricular forward planning and assessment.

Clear learning intentions (L.I.) and success criteria (S.C.) are formulated from the outcomes and shared with learners.

Key resources: This is our Faith, God's Loving Plan, Motherwell Diocese Sacramental Workbooks, SCES, Pope Francis Faith Award, Alive-O and Motherwell Diocese Resources RCDom). Suggested Websites:

www.godtube.com, www.sdc.me.uk,

Personal Support

Curriculum planning enables staff to identify skills being developed and appropriate success criteria given to meet individual needs. Personal feedback is given throughout the working week.

Cooperative learning enables pupils to work together, supporting each other's learning. Children with specific needs have in class support or an Additional Support Plan, reviewed termly and shared with all partners including parents and carers.

All faiths and denominations are welcomed and included, where possible, during all celebrations of faith while respect is also shown for their own beliefs.

For the teaching and delivery of a whole approach to teaching and preparing learners to receive the Sacraments, the three way partnership of 'Home', 'School' and 'Parish' is adopted.

Totality of the Curriculum

Children must become aware that beliefs and values are fundamental to families and to the fabric of society in communities, local and global. There is an intrinsic value in learning about religion as well as learning from religion, as children develop their understanding of diversity in our society and their own roles in it. The skills of reflection, critical thinking and an enhanced understanding of the beliefs and values of others are all crucial in assisting in this process.

Learning through religions and moral education enables children to develop themselves spiritually, morally, ethically, and culturally. 'This is our Faith' is a detailed programme that support children on their faith journey developing both knowledge and skills.

Religious and moral education is an essential part of every child's educational experience. Learning Intention and Success Criteria will be displayed in all classes. Pupils should refer to them throughout religious lessons.

Successful Learner

Attributes: Enthusiasm and motivation for learning; determination to reach high standards of achievement; openness to new thinking and ideas.

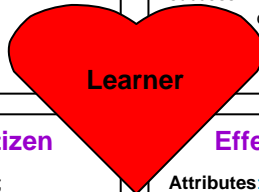
Capabilities: use literacy, numeracy and communication skills; use technology for learning; think creatively and independently; learn independently and as part of a group; make reasoned evaluations; link and apply different kinds of learning in new situations.

Confident Individuals

Attributes: self respect; a sense of physical, mental and emotional wellbeing; secure values and belief; ambition.

Capabilities: relate to others and manage themselves; pursue a healthy and active lifestyle; be self aware; develop and communicate their own beliefs and view of the world; live as independently as they can; assess risk and make informed decisions; achieve success in

different areas of activity.



Responsible Citizen

Attributes: respect for others; commitment to participate responsibly in political, economic, spiritual, social and cultural life;

Capabilities: develop knowledge and understanding of the world and Scotland's place in it; understand different beliefs and cultures; make informed choices and decisions; evaluate environmental, scientific and technological issues; develop informed, ethical views of ethical issues.

Effective Contributors

Attributes: an enterprising attitude; resilience; self-reliance.

Capabilities: Communicate in different ways and settings; work in partnership and teams; take the initiative and lead; apply critical thinking in new contexts; create and develop; solve problems.

Learning and Teaching

Pedagogy: build in time for personal reflection and encouraging in-depth discussion of ideas, experiences and moral challenges. Helping learners to recognise the significance of their experience and nurture their capacity to reflect on and evaluate it. Incorporate experiences of prayer, liturgy, reflection and other opportunities for spiritual growth, enabling learners to experience the life of faith; providing opportunities to experience participation in service to others and meet people who show their faith in action ;highlight the relevance of faith and learning in religious education to the lives of young people in modern society; encourage learners to probe the basis of different beliefs within an ethos of inclusion and respect ; recognise and build on the considerable scope for linking with learning across the curriculum and the ethos and life of the Catholic school community; take account of the developmental stage of children and their capacity to engage within complex ideas; help children to develop critical thinking skills maximise opportunity for collaborative and independent learning; draw upon a variety of creative approaches which promote active learning; engage learners in the assessment of their own learning;; make imaginative use of resources.

Entitlements

1. Every child and young person is entitled to experience a curriculum which is coherent from 3-18.
2. Every child and young person is entitled to experience a broad general education.
3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.
4. Every child and young person is entitled to develop skills for learning, skills for life and skills for work, with a continuous focus on literacy and numeracy and health and wellbeing.
5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide.
6. Every young person is entitled to support in moving into a positive and sustained destination.

Assessment

Assessment in religious education in Roman Catholic schools assists children and young people to become increasingly more able to understand and make informed, mature responses to God's invitation to relationship. Personal faith commitment is not being assessed in any shape or form. In the educational context, the assessment of the children and young people's response to God's invitation to relationship demonstrates the knowledge, understanding and skills that learners have gained to support their response to learning in religious education and in the wider life of the school. Teachers will give evidence of progress as part of day-to-day learning and through carefully planned use of specific assessment tasks.

Principles: Challenge and Enjoyment; Breadth; Progression; Depth; Personalisation and Choice; Coherence; Relevance; Teachers highlight planners to reflect the principle(s) that is being planned.