| **TRANSITION YEAR UNITS 2023 2024** |
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| **1. Title of Transition Unit** |
| Religious Education – Faith Matters |
| **2. Area of Study** |
| Moral, Social, Personal and Faith Development |
| **3. Overview** |
| This unit provides the students with an opportunity to explore the way in which they might find God through:  Engaging with what it means to be of service to others  Planning a school liturgy  Experiencing Mindfulness through art, contemplation and meditation  Engaging with a variety of new Religious Movements  Engaging with the beliefs and practices of a major world religion  Participating in a variety of prayer experiences |
| **4. Links** |
| Art, CSPE, Cultural Studies, Classics, SPHE and English |
| **5. Summary Outline of the Unit** |
| **Community Care**  Students will engage in a module where they will consider what life is like for someone who may suffer from a physical difficulty. They will explore issues around access for people with disabilities, human rights, loneliness, etc. Students will examine the film *My Left Foot* or *Inside I’m Dancing*. Although it is unlikely that students will then engage in a week long community Care Placement with an organisation or institution who care for disabled people, the elderly, homeless people or those with special needs we will still engage with the module. This aims to develop in the students an active social concern and to encourage them to use their talents in the service of others by providing them with new and challenging experiences. It may not be possible for students to engage in a week of community care placement in this academic year due to reservations around covid 19 in care settings but the module of preparation will still be carried out.  **New Religious Movements**  Students will explore a selection of New Religious Movements. Students will examine the criteria necessary to form an NRM. Students will study two or three together in class and research one NRM in detail and present a project on it.  **Mindfulness through Art and Meditation**  Students will explore a selection of works of art through the technique of Mindfulness as a means to cultivating calm and happiness and a positive way of relating to the world.  **The Liturgical Year**  Students will participate in a variety of liturgies and activities to mark the importance of the liturgical year in the Christian calendar.  **Major World Religion**  Students will briefly explore the beliefs, practices and rituals of one major world religion: Buddhism OR Hinduism.  **Retreat**: An opportunity for a retreat experience will be offered to students during the course of the year. |
| **6. Breakdown of the Unit** |
| Two 60 minute classes per week. Students will also engage in research activity outside of school hours. |
| **7. Aims** |
| *This Transition Unit aims to:* |
| * Develop a sense of the importance of Christian values in everyday life * Allow the students to explore their own faith * Introduce the students to the concept of social justice * To examine the place of religion in contemporary society * To examine the emergence of New Religious Movements today * To explore a major living religious tradition |
| **8. Learning Outcomes** |
| *On completion of this unit students should be able to:* |
| * Develop an appreciation of the need for reflection and prayer in daily life * Be conscious of being active citizens of service * Realize that God is to be found in the ordinary and the extraordinary * Practice the art of Mindfulness * Appreciate the need for Christian values in everyday life * Have an appreciation of the beliefs and practices of Hinduism OR Buddhism * Be aware of the phenomenon of NRMs and have researched one in detail |
| **9. Key Skills** |
| **Information Processing** |
| **Critical and Creative Thinking** |
| **Communicating** |
| **Working with Others** |
| **Being Personally Effective** |
| **10. Methodologies** |
| Whole class teaching; individual assignments; group work; role play; reflective learning; structured discussion; use of ICT; iPad presentations - Book Creator, Pic Collage, etc.; practical activities; creating displays; project work, student presentations; |
| **11. Assessment Methods** |
| **Ongoing**  Assessment at the end of each module (method to be decided)  Individual homework exercises  Gratitude journals (individual)  Term 1**:**  Project on NRMs  Term 2: “Participation in Community Care programme  Term 3:Project on a Major world Religion (30 credits) |
| **12. Evaluation** |
| Students will evaluate each module and give constructive feedback to the teacher |
| **13. Resources** |
| * Community Care teacher made resources. *Scorn not His Simplicity* – Phil Coulter. *My Left Foot* – Jim Sheridan. *What do You See* Poem – Anon. * *Mindfulness Through Art* text. ‘Simple Abundance’ by *Sarah Ban Breathnach* * New Religious Movements – World Religions by Ellen Moiselle * BBC Panorama Documentary - Scientology and Me * Major World Religions – Exploring Faith, Sean Goan. Youtube. World Religions by Ellen Moiselle. Truetube. TES.CO.UK * A Selection of resources from the Loreto Education Office and the RE Dept Library |
| **14. Numeracy** |
| Page numbers in texts.  Dates/timelines in NRMs and New Religious movements  Percentages – Major world Religions and worldwide distribution figure  Creating Lists: Community care placements, dates, times, etc. |
| **15. Literacy** |
| New key words connected with New Religious Movements and World Religions – eg Nirvana, Dali Lama, etc.  New key words in art appreciation: foreground, background, explicit/implicit representations.  Reading of poetry and song lyrics in the community care module.  Engaging with the texts for world religions. |
| **Information Technology**  Students will use iMovie/Clips/Keynote/Slides for class presentations and filing of videos/projects |
| **Wellbeing Indicators**  Being Active, Being Responsible, Being Connected, Being Resilient, Feeling Respected and Being Aware |
| **Differentiation Strategies**  2EQ  Scrabble Recap game  Differentiated questions  Giving students a variety of choice in how they present their work  Setting success criteria |