

Religious Education

Professional Learning Booklet 2025-2026



Table of Contents	Page
Glossary of Terms	2
Activating Thinking on Agency	3
Elements of Learner Agency Activity	4
Universal Design for Learning (UDL) Activity	5
Reflection on Session 1	7
Discussion: Collaboration in RE	8
Collaborative Learning Activity	9
Experiential Learning Activity	10
Reflection on Session 2	11
RASE Framework Activity	12
Reflection on Session 3	14
Reflection Rucksack	15
Appendix 1: JC RE Learning Outcomes	16
Appendix 2: TPACK Framework	17
Appendix 3: RASE Framework	18
Links	19
Notes	20



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 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.



Activating Thinking on Agency

Consider

- How do I like to learn and why?
- Do I like to be offered a choice in how I learn?
- Do I offer a choice to students? How?

Discuss your responses in groups

Time: 15 minutes

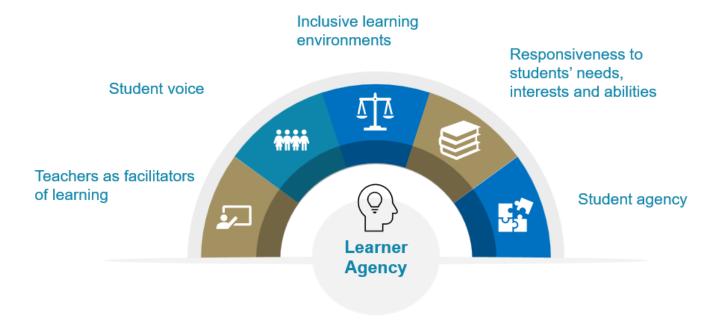


Elements of Learner Agency Activity

Choose an element of learner agency that interests you.

Give an example of where agency is encouraged in your classroom and consider the barriers to this happening more frequently.

Time: 10 minutes

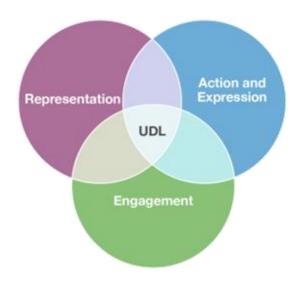


Universal Design for Learning (UDL) Activity

Join your assigned group

Consider learning experiences which support agency based on the principles of UDL

Time: 15 minutes



Learning Outcomes

2.7 explore how the religious teachings of a major world religion address an issue of concern for the world today

- **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

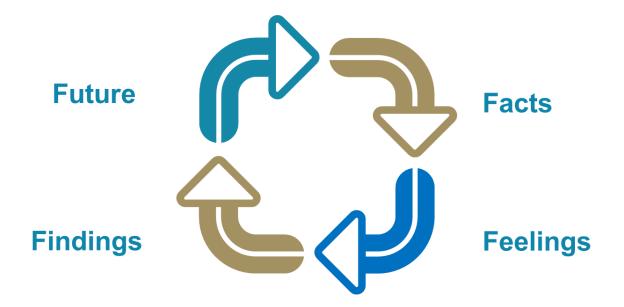
Key Learning

Students will... (KUSAV)

- understand the importance of morality in society
- identify and evaluate various sources of morality
- explore moral frameworks of two major world religions (e.g., Christianity, Islam) and a non-religious worldview (e.g., humanism)
- develop critical thinking skills to analyse and compare these various perspectives
- will reflect on their own values and moral decision-making processes

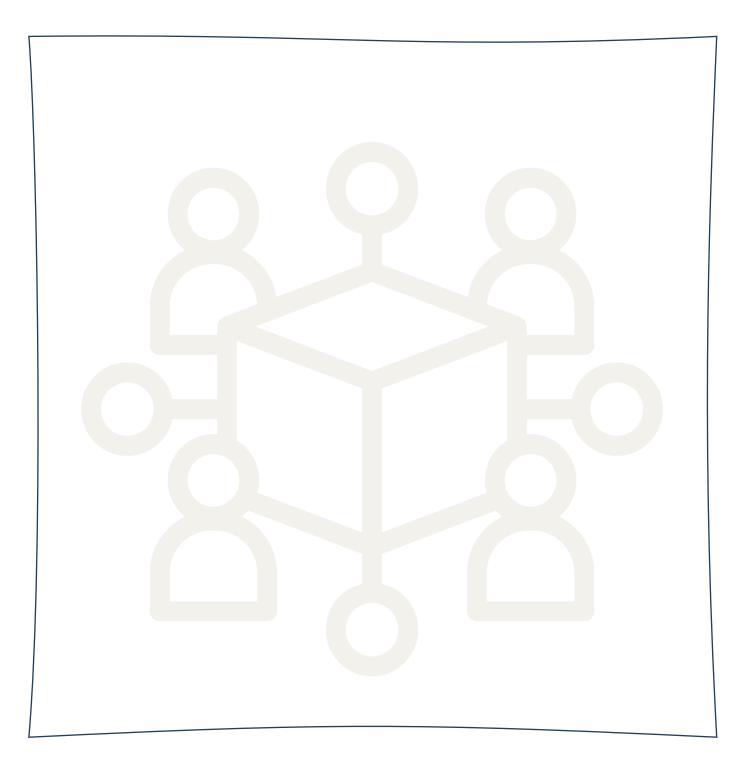
Multiple Means of	Multiple Means of	Multiple Means of
Engagement	Representation	Action/Expression

Reflection on Session 1



Discussion: Challenges and Opportunities of Working Collaboratively

What are the challenges and opportunities associated with students working collaboratively in the RE?



oide.ie

Collaborative Learning Activity

Explore the point you added to the map with your group

With your group, choose one point added by a group member and develop a collaborative learning experience based on that point which supports agency.

Time: 15 minutes



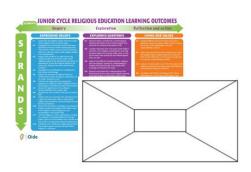
Experiential Learning Activity

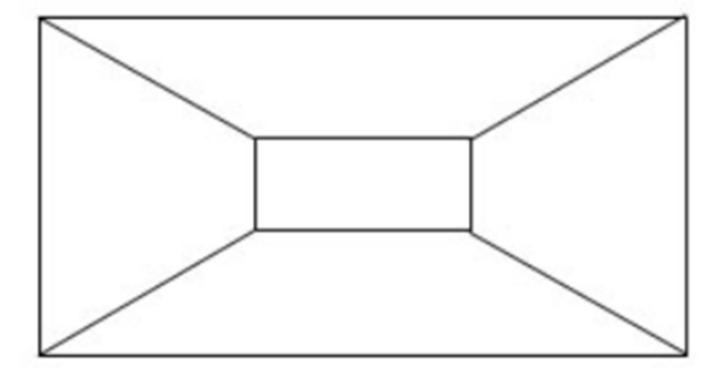
Explore where and how experiential learning could be used to support your RE class

Discuss and record those ideas with your group using a Placemat

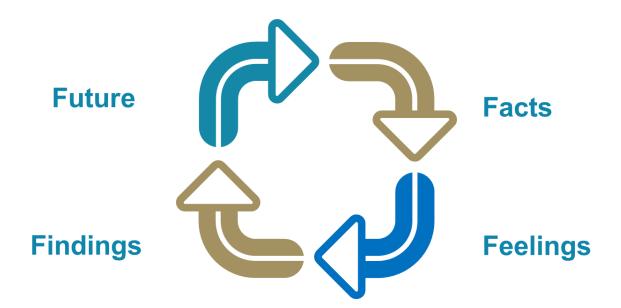
Time: 20 minutes

[See Appendix 1: JC RE Learning Outcomes]





Reflection on Session 2



RASE Framework Activity

Join your assigned group

Use the RASE framework to help you construct prompts to create a choice board to support agency and collaborative learning



[See Appendix 3: RASE Framework]

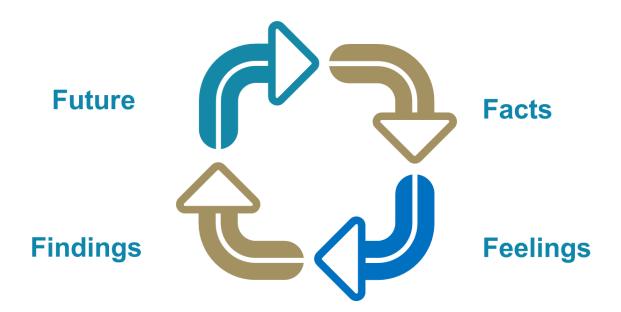
Time: 20 minutes







Reflection on Session 3



Reflection Rucksack

After today
What will I/we take with me/us?
What will I/we leave behind?
What is one thing I/we want to focus on as I/we continue my/our journey?

Appendix 1: JC RE Learning Outcomes

JUNIOR CYCLE RELIGIOUS EDUCATION LEARNING OUTCOMES

Enquiry

Exploration

LIVING OUR VALUES

Reflection and action

examine different sources of values and ways in

esponsibilities to others

hy people living in society need to be moral hat are the influences on and sources of aut

examine a moral code in two of the five major wor

with reference to two major world

debate a moral issue that arises in their lives and

ions and ways in which these understandi

explain how an understanding of care for the earth

decision-making and actions in the lives of people 3.9

evidence that shows ways in which people have searched for meaning and purpose in life research artistic, architectural or archaeological 2.1

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? 22

- 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 2.3
- research and present the understanding of the Divine found in two major world religions draw upon their origins in sacred texts and/or other sources of authority 7.4
- create a biography of a founder or early followers of a major world religion, using religious and historical 2.5
 - construct a timeline of one major world religion, making reference to key people, times of expansion and times of challenge sources of information 5.6
- world religion address an issue of concern for the explore how the religious teachings of a major 2.7
 - present stories of individuals or of groups in the world today 2.8
- a positive impact on the lives of people because of their commitment to living out their beliefs describe how the faith of a believer can change at history of two major world religions that have had a positive impact on the lives of people because o different stages in life 2.10 5.9

EXPLORING QUESTIONS

EXPRESSING BELIEFS

3

7

- present the key religious beliefs of the five major
- appreciation of how the religious beliefs of th community influence the day-to-day life of its associated with one of the five major world

2

- nvestigate how Christianity has contributed to rish culture and heritage 2
- contemporary culture through an examination of explore the presence of religious themes in

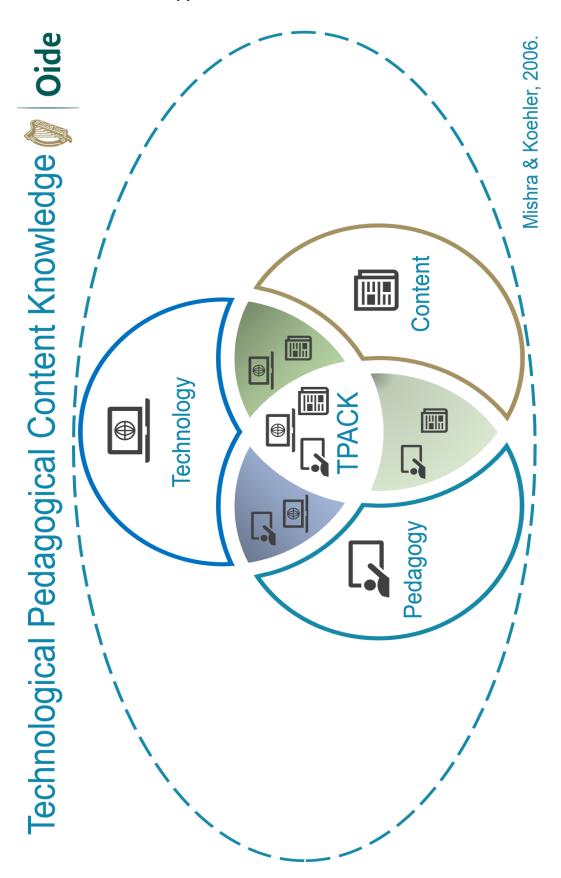
12

- 2
- describe the role of prayer in the lives of people of

2

- explain what was involved in the development of consider its continued significance 1.10 1.9
 - 5
- how people express and live out their beliefs, 1.12
- synthesise and consider the insights gained about how people with different religious beliefs and other interpretations of life respond to questions meaning, purpose and relationships

Appendix 2: TPACK Framework



Appendix 3: RASE Framework



Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí
Learning of School Leaders
and Teachers

Supporting the Professional

RASE FRAMEWORK

Prompt Engineering for GenAl/LLMs

While there are many prompt frameworks recommended for use with GenAI/LLMs, the following is one that teachers find useful.



ROLE

Give the GenAI/LLM a role and provide a context



ASK

Clearly define the task that you want it to perform



SPECIFIC

Be specific about format, length, style etc required

EXPERIMENT

Refine your prompt. Ask the GenAI/LLM for suggestions

ALWAYS CHECK FOR ACCURACY OF OUTPUT AND SUITABILITY.



Links

- Oide RE Home Page Link
- PLE 2025-26 Padlet Link
- Al in the RE Classroom Padlet Link
- CAST UDL Homepage Link
- NCCA Key Skills of Junior: Working with Others Link
- webwise.ie



Notes

oide.ie