



# Oide

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Effective Teaching and Learning in Leaving Certificate Religious Education



@Oide\_RE



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

# Throughout this professional learning experience ...



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**Individual  
work**



**Discussion  
& Feedback**



**Breakout Rooms  
& Group Work**



**REFLECT**

**Time for  
Reflection**

# Learning Intentions



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To explore strategies that promote inquiry and develop students as 'critical questioners' and 'reflective searchers' in the LCRE classroom

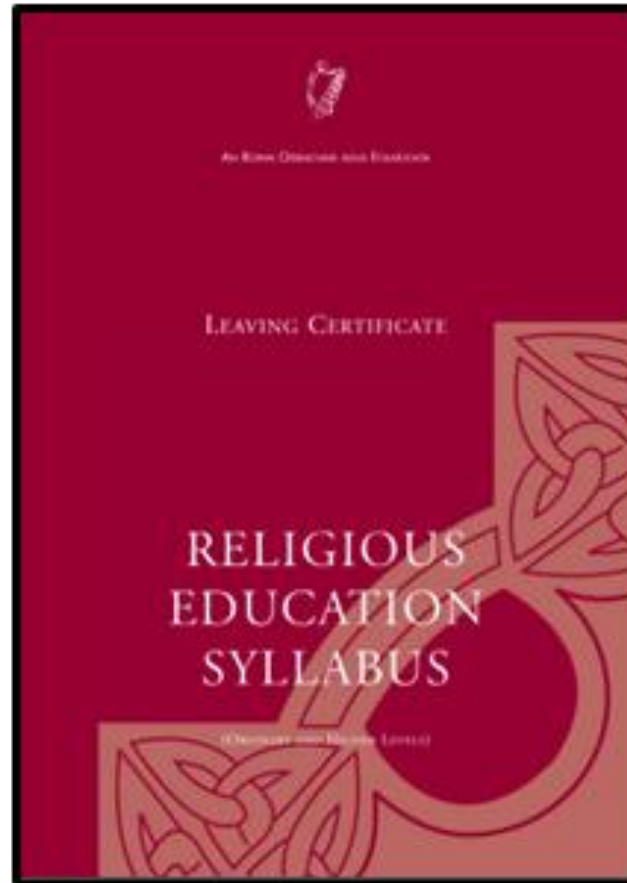
To make connections between areas of learning in the study of LCRE

To examine how we can scaffold research in our classrooms that will support independent research as required in the coursework component of LCRE

# LC RE Syllabus



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# The Aims of LC RE



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To foster an awareness that the human search for meaning is common to all peoples of all ages and at all times.

To explore how this search for meaning has found and continues to find expression in religion.

To identify how understandings of God, religious traditions, and in particular the Christian tradition, have contributed to the culture in which we live and continue to have an impact on personal lifestyle, inter-personal relationships and relationships between individuals and their communities and contexts.

To appreciate the richness of religious traditions and to acknowledge the non-religious interpretation of life.

To contribute to the spiritual and moral development of the student.



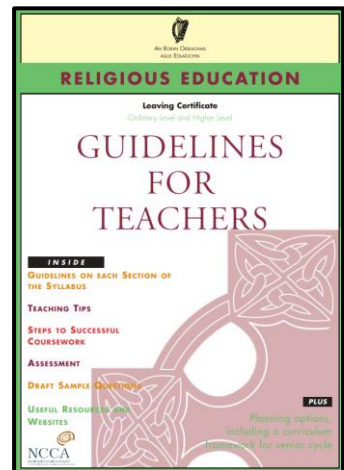
# Development of Skills



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Leaving Certificate Religious Education as a subject allows for the development of skills of research, critical thinking, analysis and reflection.

*LC RE Guidelines for Teachers, p.142*



# Building on Key Skills from Junior Cycle



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Junior cycle key skills

There are strong links between the aims of the LC RE syllabus and those set out in JC RE specification.

‘Significantly, there is a strong emphasis on students assuming the role of **‘critical questioner and reflective searcher’** in LC RE, building on the approach taken with students participating in JC RE’.  
(JC RE Specification, p.11)



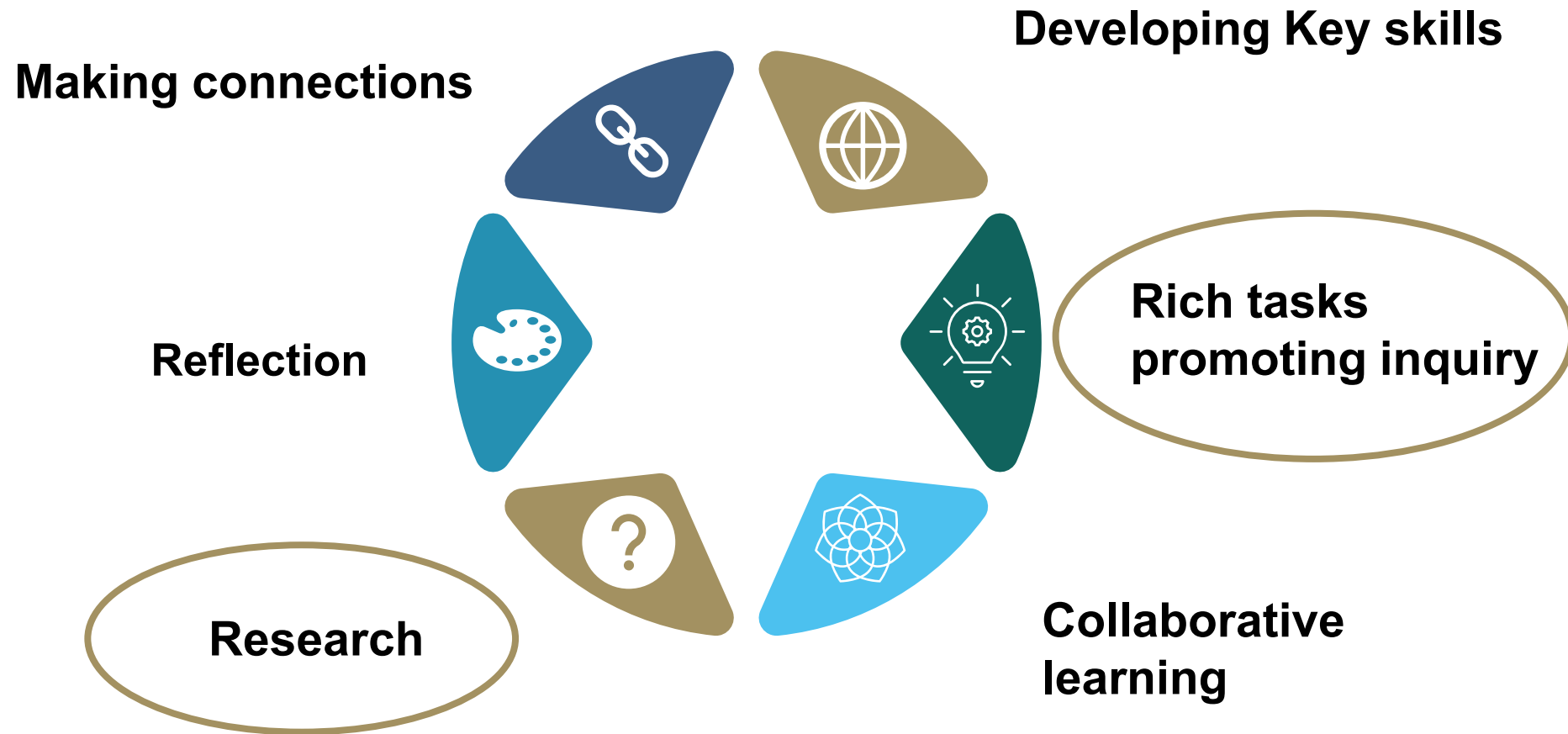
Senior cycle key skills



# Effective Practice in the Classroom



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# Learning Intentions



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To explore strategies that promote inquiry and develop students as “critical questioners and reflective searchers” in the LCRE classroom

# Promoting Inquiry



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**Case Studies**

**Snowflake  
Activity**

**Debates and  
Discussions**

**Inquiry-based  
projects**

**Socratic  
Questioning**

**Visual Thinking  
Strategy (VTS)**



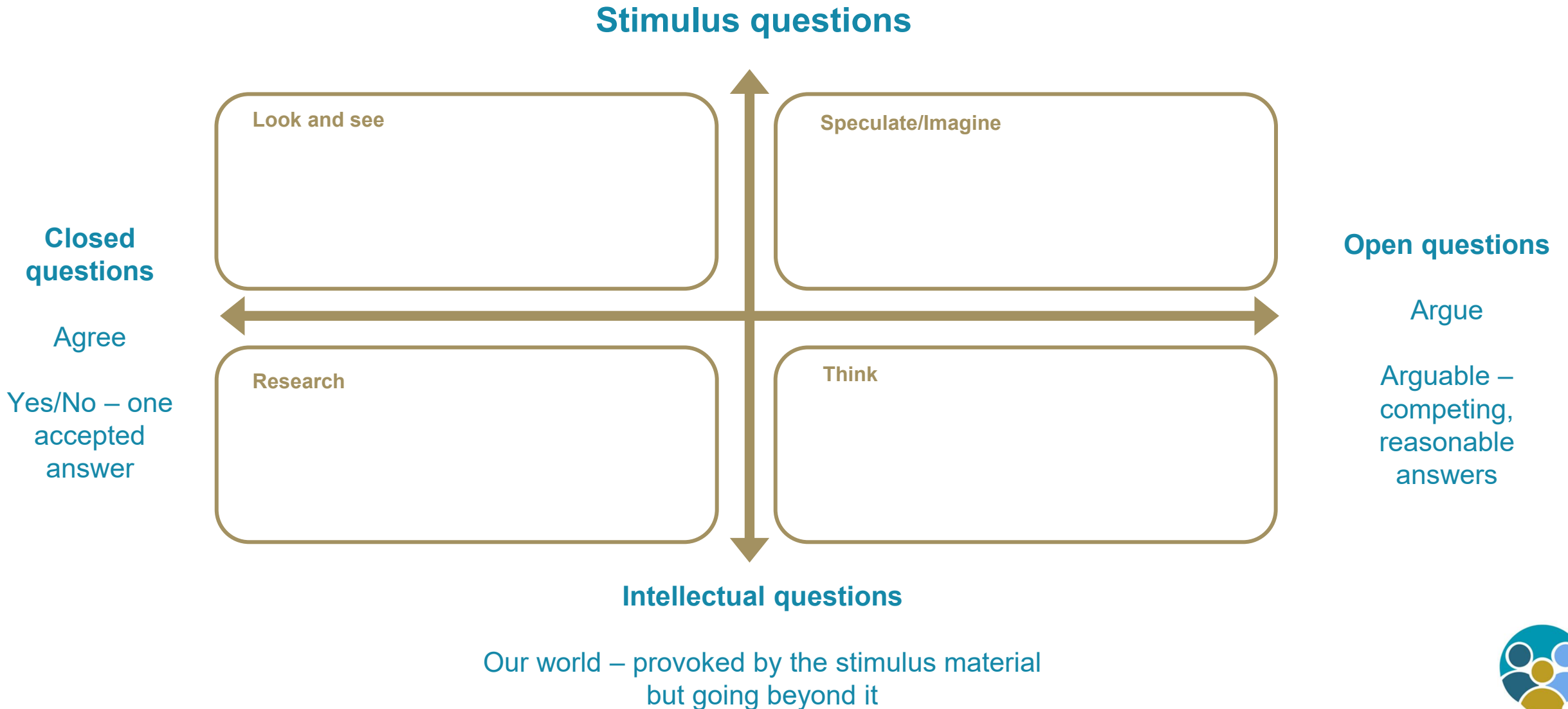
## Group Discussion

- What strategies are working well to promote inquiry in your LCRE classroom?

# Promoting Inquiry: Question Quadrant



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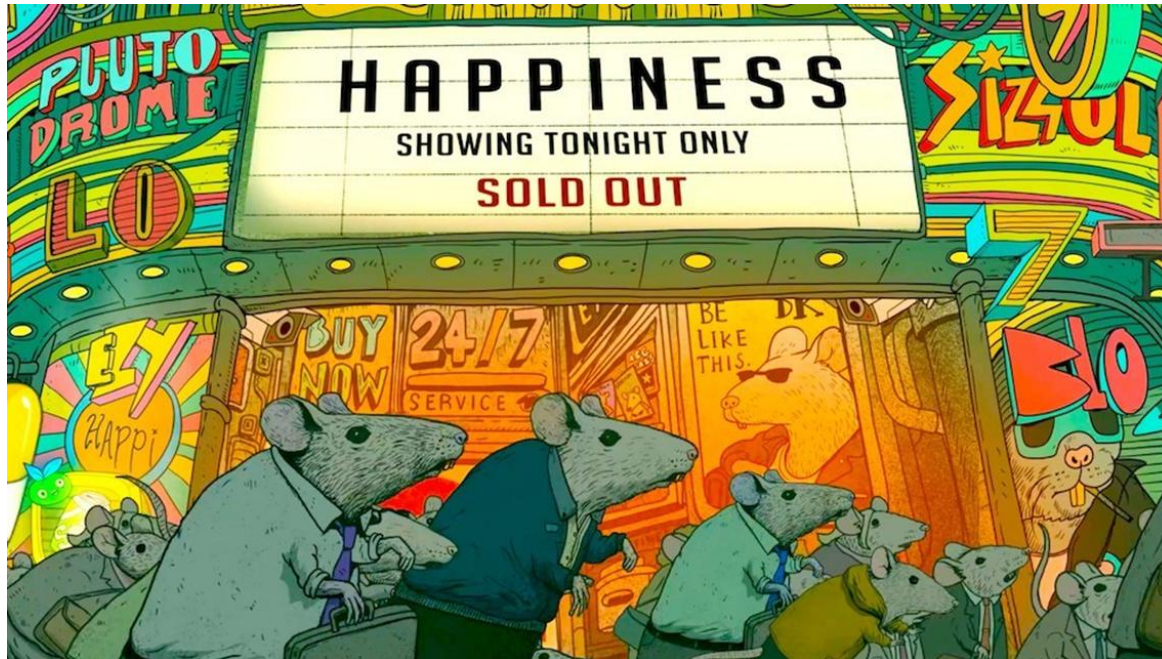
# Stimulus material



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**Topic:** 1.1 The contemporary context

**Outcome:** 1.1 identify cultural factors in contemporary society that can block the search for meaning



[Happiness Dir. Steve Cutts](#)

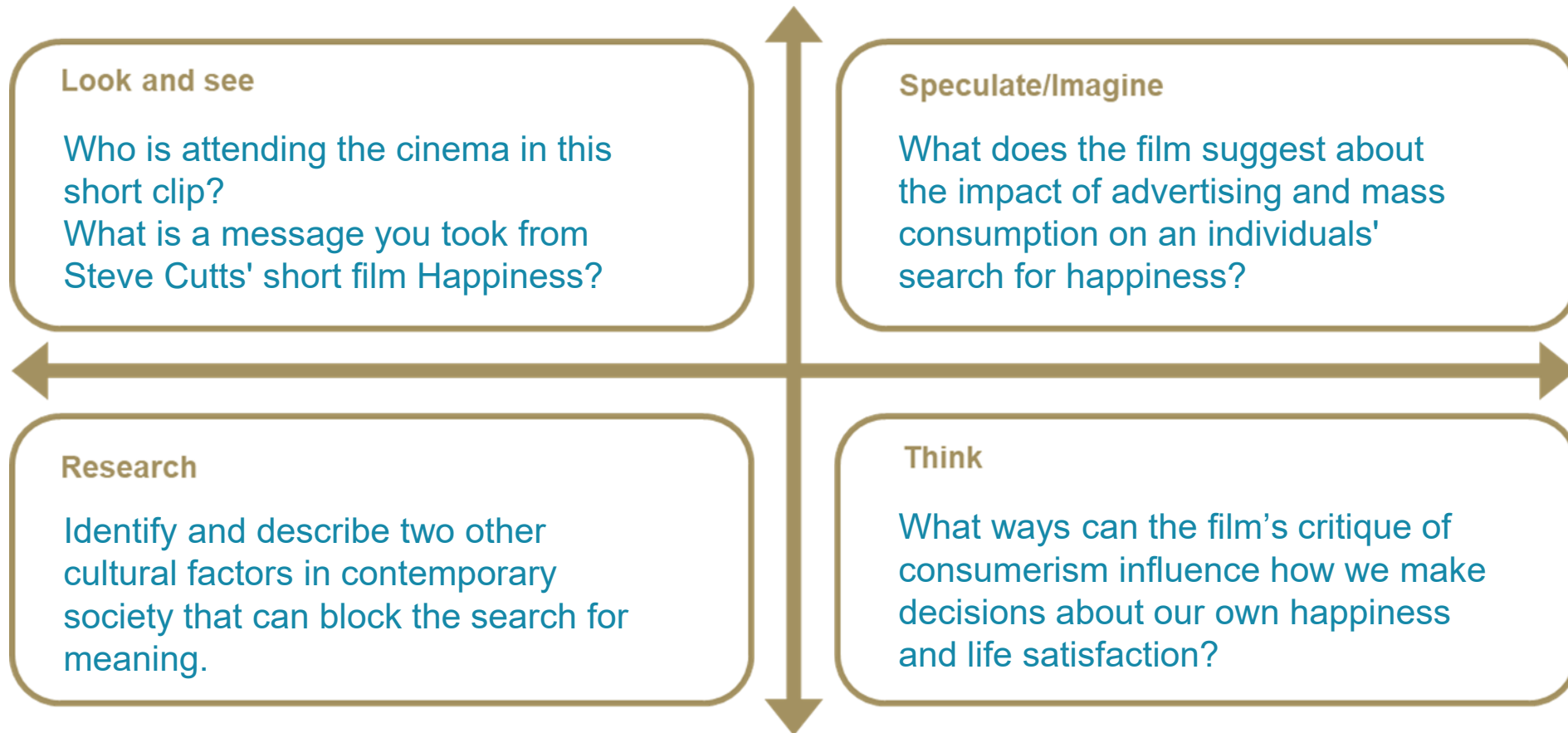
# Question Quadrant Stimulus Questions



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**Topic:** 1.1 The contemporary context

**Outcome:** 1.1 identify cultural factors in contemporary society that can block the search for meaning





# Promoting Inquiry: Question Quadrant



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1.1 identify cultural factors in contemporary society that can block the search for meaning



2.1 explain why symbol emerged in the formulation of responses to the questions of life



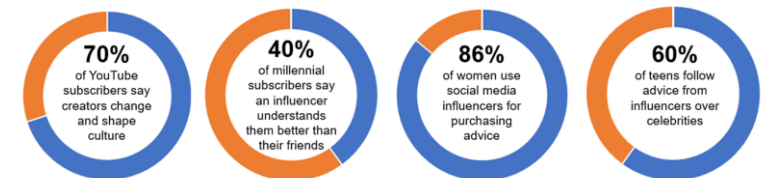
2.2 provide evidence of spirituality in contemporary culture



3.1 give two examples of the gods in ancient myths

## SOCIAL MEDIA INFLUENCERS:

How much do they really influence?



4.2 show how communal values can be shaped by sources other than religion

# Breakout Room Activity



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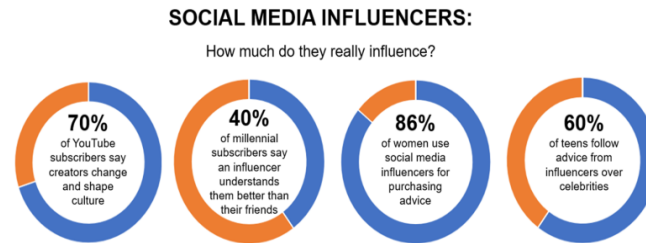
**2.1** explain why symbol emerged in the formulation of responses to the questions of life



**2.2** provide evidence of spirituality in contemporary culture



**3.1** give two examples of the gods in ancient myths



**4.2** show how communal values can be shaped by sources other than religion

- **10 minutes**
- Choose an outcome and its supporting stimulus and select the corresponding Breakout Room to discuss how a Question Quadrant can promote inquiry in the LC RE classroom.



# Learning Intentions



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To make connections  
between areas of  
learning in the study  
of LC RE



# Looking at Our School: Learner Experiences



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An Roinn Oideachais  
Department of Education

## Looking at Our School 2022: A Quality Framework for Post-Primary Schools

Inspectorate  
Updated January 2024



Students experience opportunities to develop the skills and attitudes necessary for lifelong learning  
*Looking at Our School, 2022, p. 29*

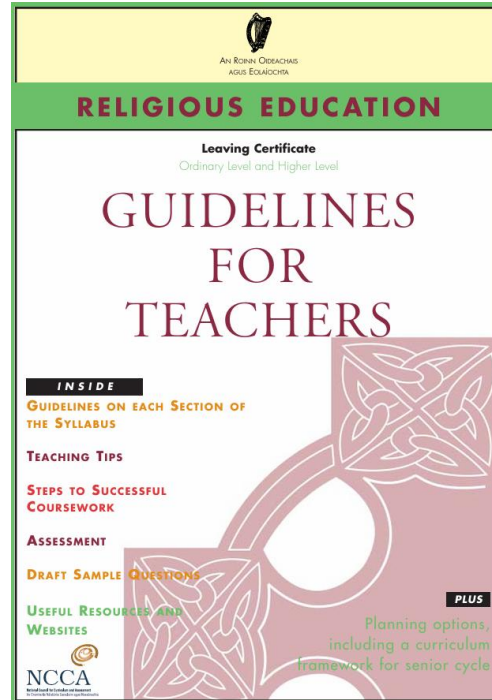
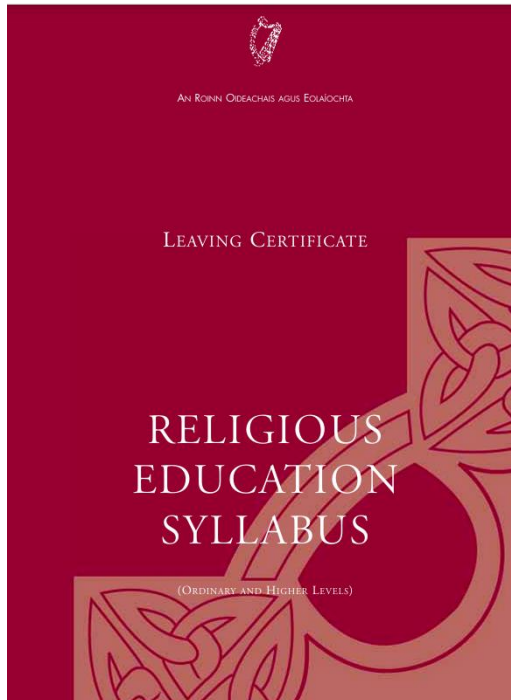
Students make meaningful and authentic connections between learning in different subjects and areas of the curriculum and use these connections to guide their learning.  
*Looking at Our School, 2022, p. 29*



# Making Connections



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## Syllabus links

Section C: World religions – Part 2.1.

Section E: Religion and gender – Parts 1.2 and 2.1.

Section J: Religion and science – Part 1.1.

# Making Connections

## Group Work

Topic: Outcome:		
What connections can we make across areas of learning in the LCRE syllabus?	When can we provide opportunities where students will explore connections across their learning?	How can we plan for learning experiences that engage with learning across different areas of the LCRE syllabus?





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**Feedback**

# Learning Intentions



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To examine how we can scaffold research in our classrooms that will support independent research as required in the coursework component of LCRE

# Action Verb: Research



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“

## Research:

...find suitable information, sort, record, analyse  
and draw conclusions. *LC RE Guidelines for Teachers, p.130*

”



# The Challenge of Research



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## **Maintaining Focus**

Bias & Misinformation

## **Digital Fatigue**

Ethical Considerations



Plagiarism &  
Academic Integrity

## **Digital Literacy**

Reliability &  
Choice of Sources

## **Information Overload**

# Research in the RE Classroom



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Pre-selected  
sources of  
information

Independently  
sourced  
information





# Developing a Research Rich Classroom



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Empathy and understanding



Questioning assumptions



Promote Collaboration and Active Learning



Fostering Curiosity



Critical thinking



Begin with line of inquiry



Provide Feedback and Support



Modelling Research Practices



What's working well?  
Even better if?

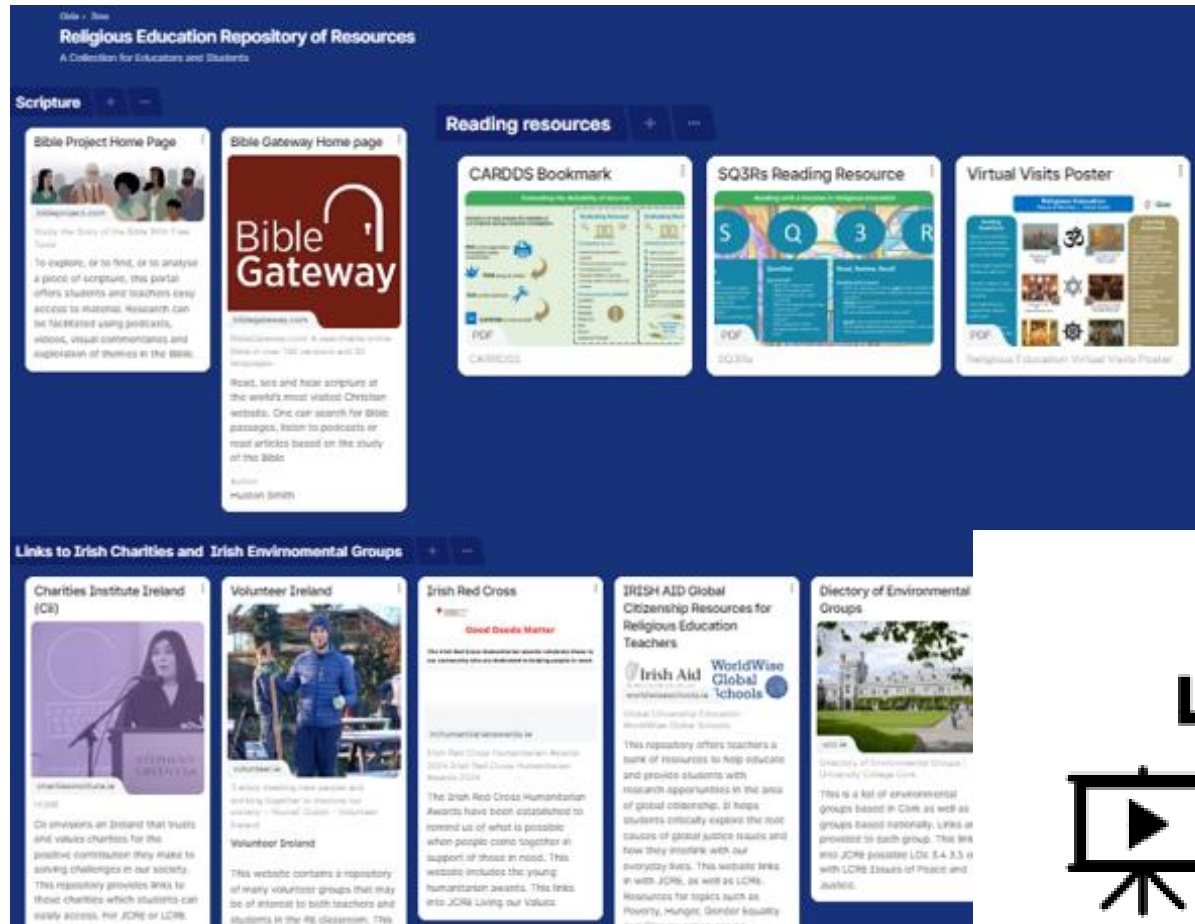




# Repository of Resources



## Repository of Resources



# Formative Assessment Strategies



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**Learning Intentions  
and Success Criteria**

**Effective Use of  
Questioning and  
Discussion**

**Peer Assessment  
and Evaluation**

**Self-Assessment  
and Evaluation**

**Effective Formative  
Feedback**



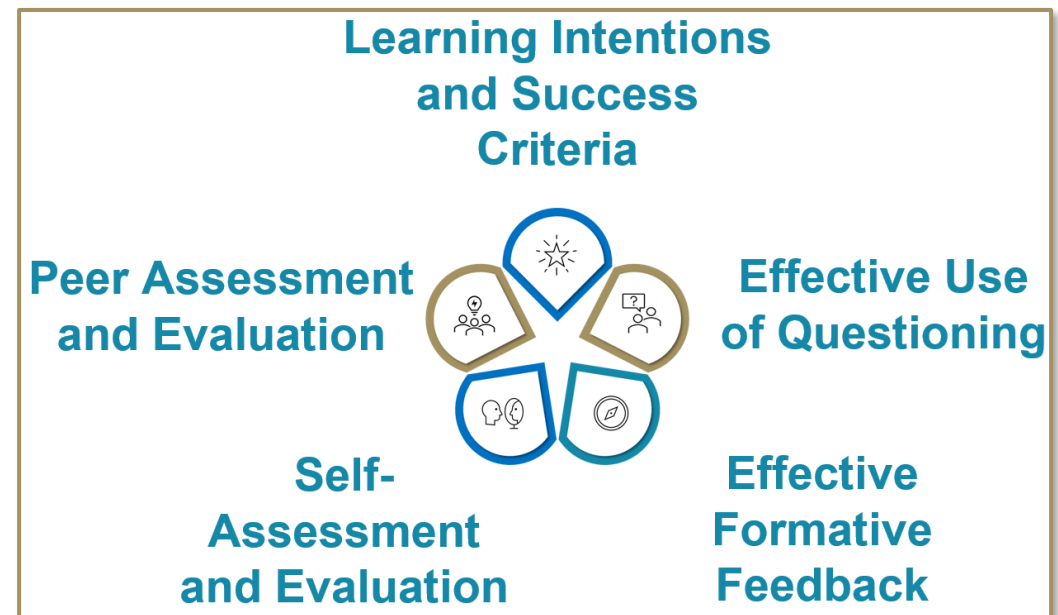
# Formative Assessment and Coursework



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## Group Discussion

- Consider the 5 aspects of formative assessment:
  1. What is working well in your classroom practice?
  2. How might this support engagement with the coursework?



# Student Learning Log and Formative Assessment





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Effective Teaching and Learning in LC RE  
Online PLE 2025 2026

Presentation

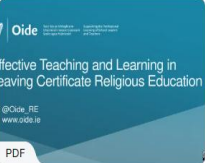
DE Key Documents

SEC Key Documents

2026 Coursework  
Titles

Workshop Materials


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2 days ago



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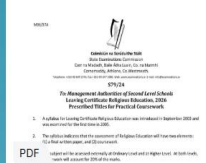
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Certificate on Scientific Skills  
State Examination Commission  
LEAVING CERTIFICATE EXAMINATION 2023  
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2026 Coursework Titles  
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Religious Education Student Learning Log  
DOCX

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Effective Teaching and Learning in Leaving Certificate Religious Education Session Quadrant Activity  
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RELIGIOUS EDUCATION  
LEAVING CERTIFICATE  
GUIDELINES FOR TEACHERS  
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State Examination Commission  
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Religious Education Workshop Booklet  
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Taisleán an tMhagairín  
Chomhairle na nEaglaise  
Oide agus Miontúir

Supporting the Professional  
Learning of School Leaders  
and Teachers

Religious Education  
Student Learning Log

Leaving Certificate  
Religious Education Coursework



LC RE padlet 2026

# Student Learning Log



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## Record personal response

Students respond to feedback and record next steps.

## Student reflection

Student reflection supported right throughout and not just at the end.

## Coursework booklet

Learning log aligned with SEC booklet requirements.

## Teacher and peer feedback

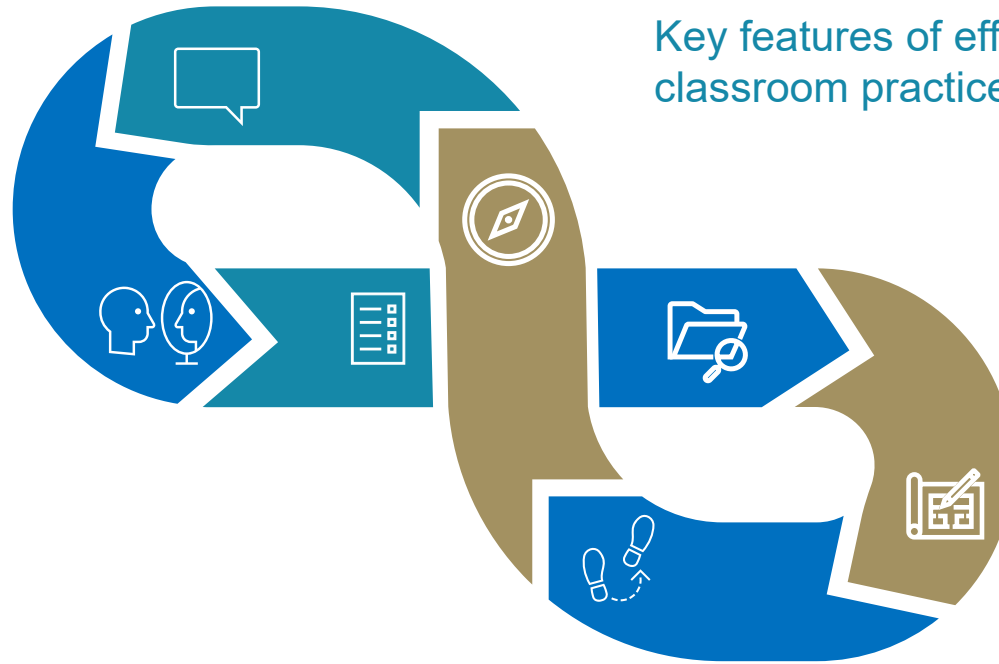
Key features of effective classroom practice.

## Working document

Used throughout the process with extendable sections.

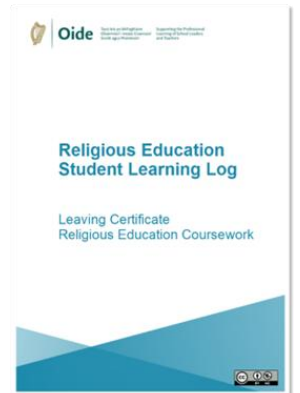
## Template

Could be copied and shared as a digital document.



## Steps for learning

Space for teachers to progress learning.



# Learning Intentions Revisited



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We explored strategies that promote inquiry and develop students as critical questioners and reflective searchers in the LCRE classroom

We made connections between areas of learning in the study of LCRE

We examined how we can scaffold research in our classrooms that will support independent research as required in the coursework component of LCRE

# Your Next Steps



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## What?

What have I learned?

## Now what?

What are my next steps  
for moving forward?

## So what?

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







# Feedback

Effective Teaching and Learning in  
the Leaving Certificate Religious  
Education Classroom



**Wednesday 2<sup>nd</sup> October 7.00 – 8.00pm**

**LCRE Section A (The Search for Meaning and Values)**

**RTAI**

**Email [paulafinn@gmail.com](mailto:paulafinn@gmail.com)**

**by October 1st to register**



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# Keeping in Touch

 @Oide\_RE

 <https://oide.ie/contact/>

# Thank you!

## Good News!

If you would like to receive news and updates on all things Religious Education, the Oide Religious Education mailing list is now available through the QR code below.



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Scoile agus Múinteoirí

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