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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)

# 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

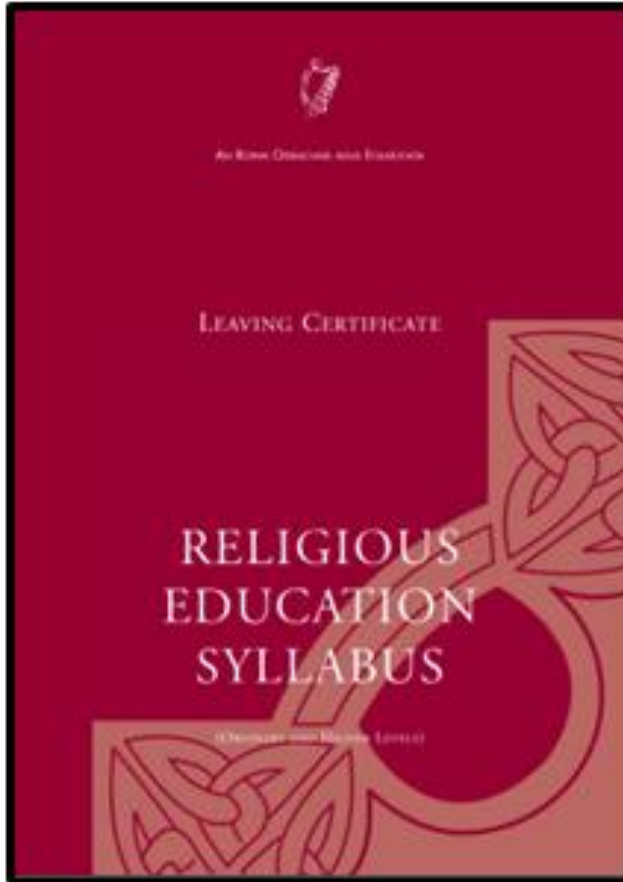
To make connections between areas of learning in the study of LCRE

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

# Guiding Document: 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

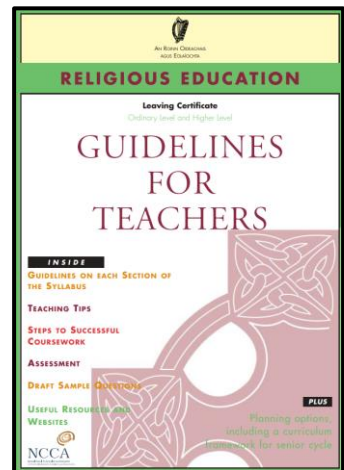


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Leaving Certificate Religious Education as a subject allows for the development of skills of research, critical thinking, analysis and reflection.

*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)



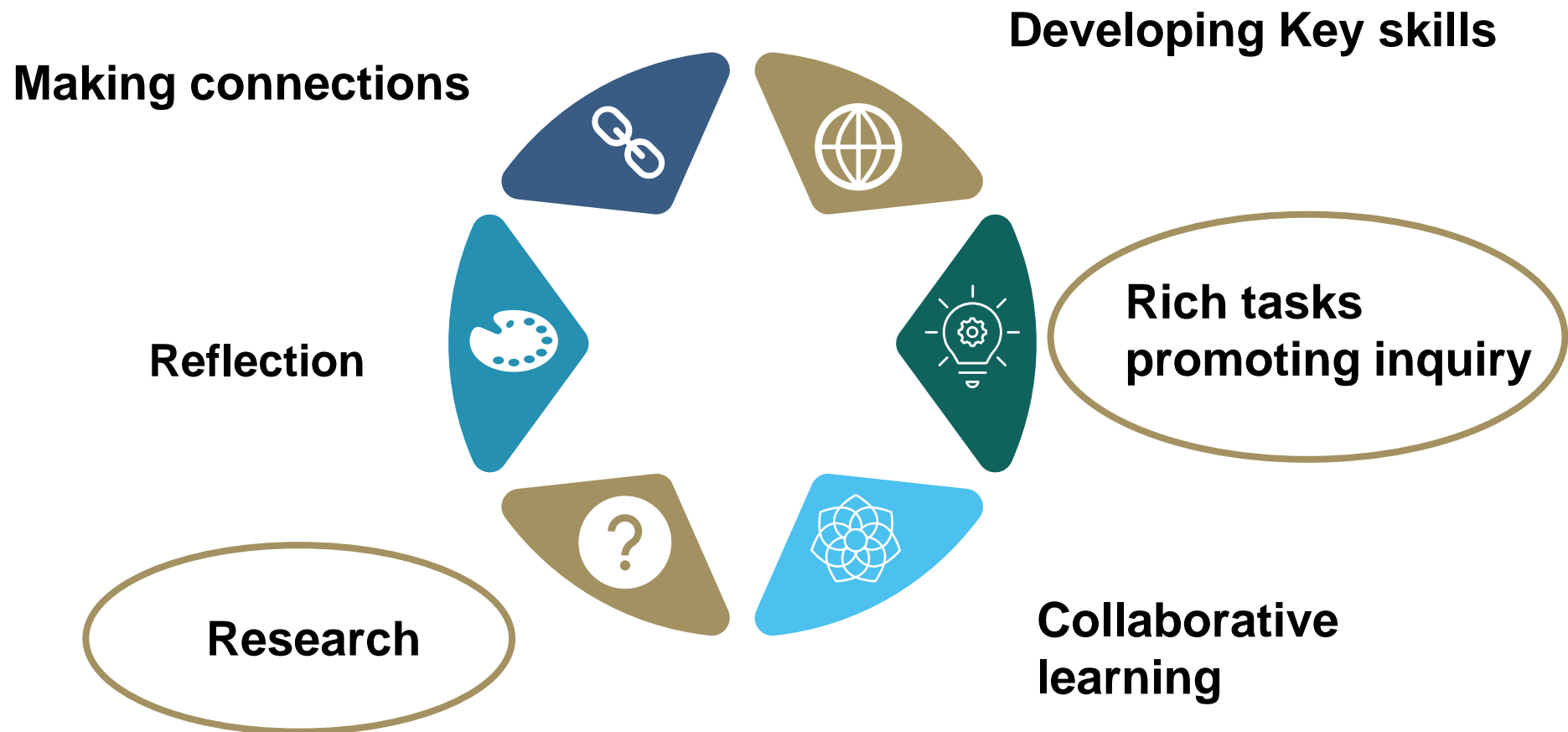
Senior cycle key skills



# 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**

**Inquiry-based projects**

**Socratic Questioning**

**Snowflake Activity**

**Debates and Discussions**

**Visual Thinking Strategy (VTS)**



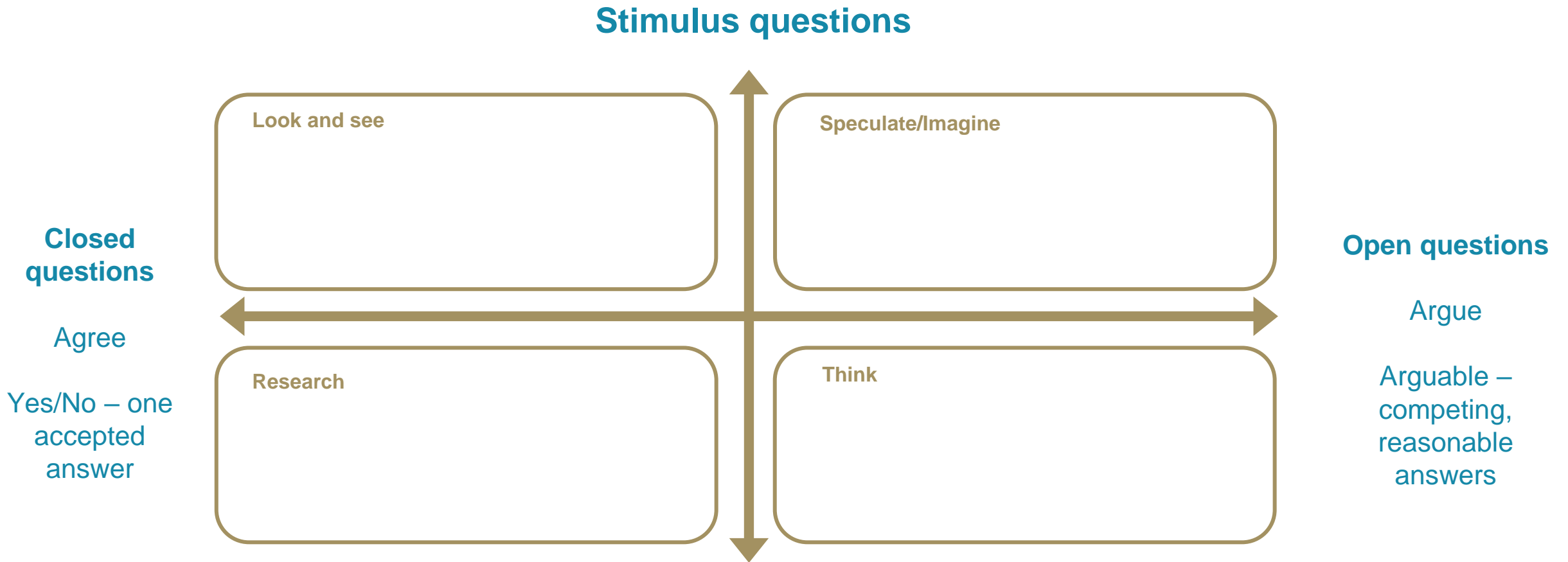
## Group Discussion

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

# Promoting Inquiry: Question Quadrant



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Our world – provoked by the stimulus material  
but going beyond it



# 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



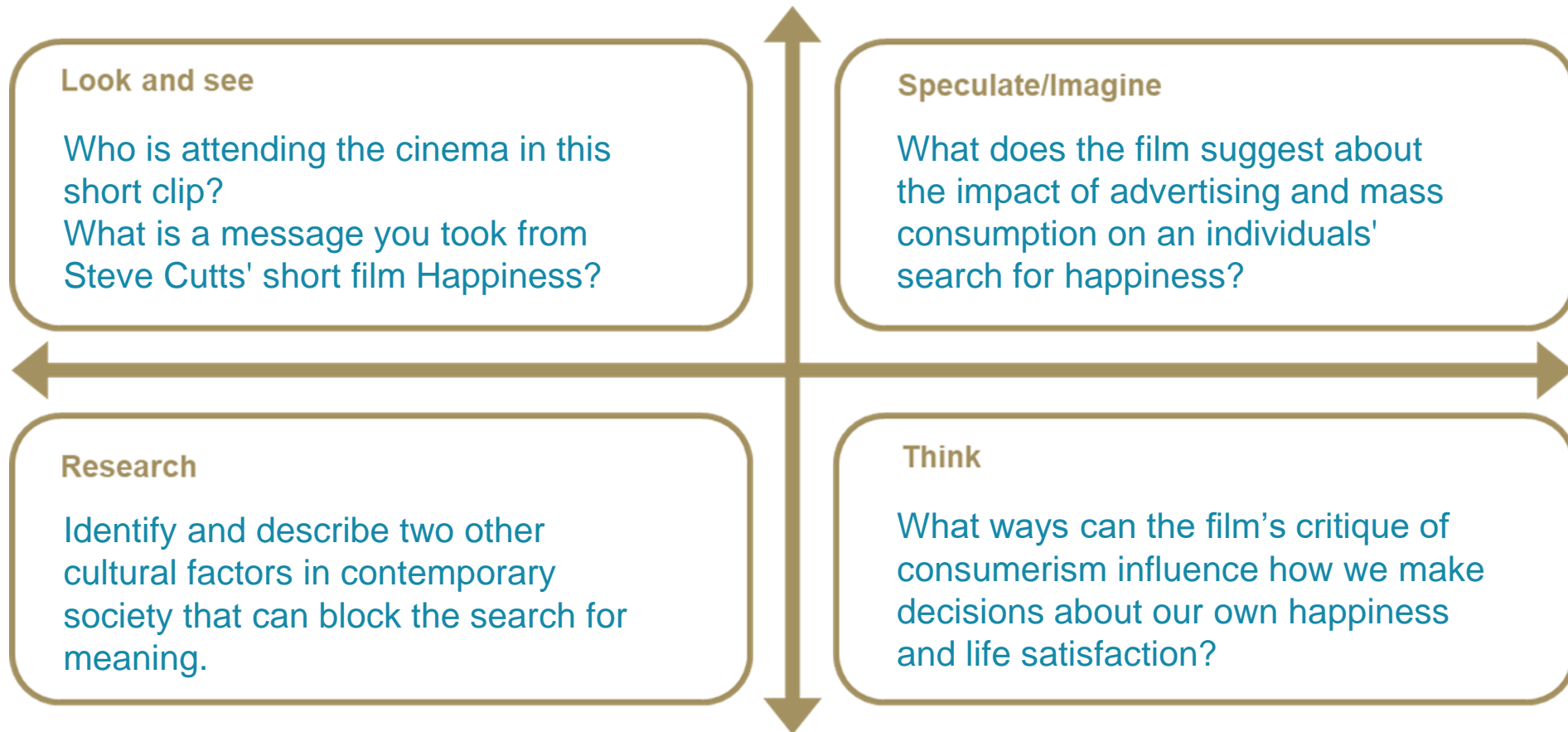
[Happiness Dir. Steve Cutts](#)

# Question Quadrant Stimulus Questions



**Topic:** 1.1 The contemporary context

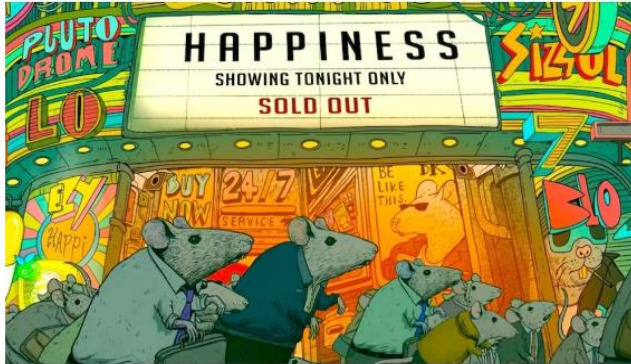
**Outcome:** 1.1 identify cultural factors in contemporary society that can block the search for meaning



# 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



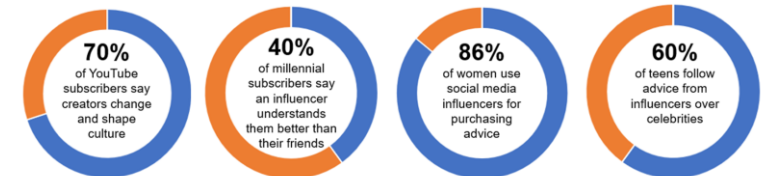
2.2 provide evidence of spirituality in contemporary culture



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

# 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*

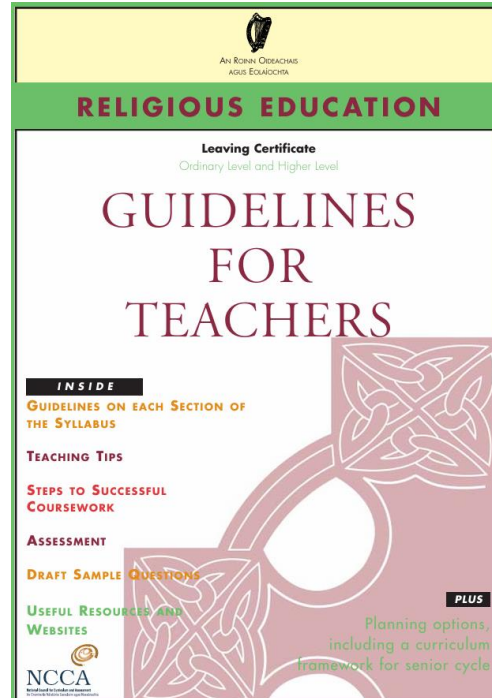
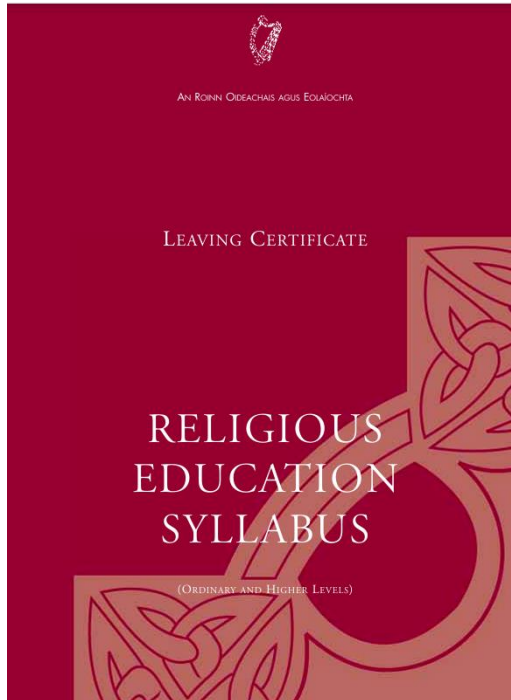
Students make meaningful and authentic connections between learning in different subjects and areas of the curriculum and use these connections to guide their learning.  
*Looking at Our School, 2022, p. 29*



# 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



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## Think. Pair. Share

**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?



# 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

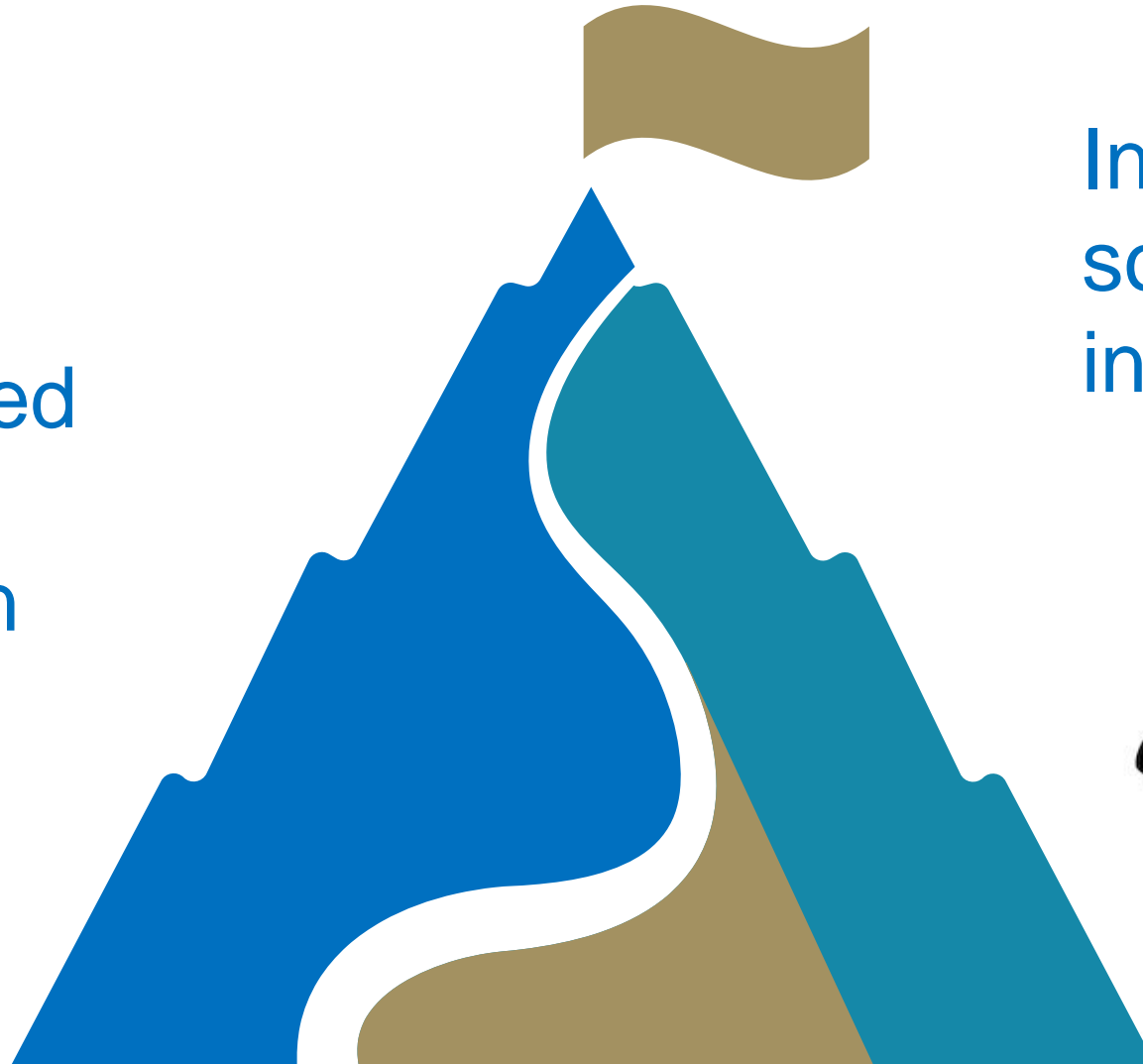
## Information Overload

# 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

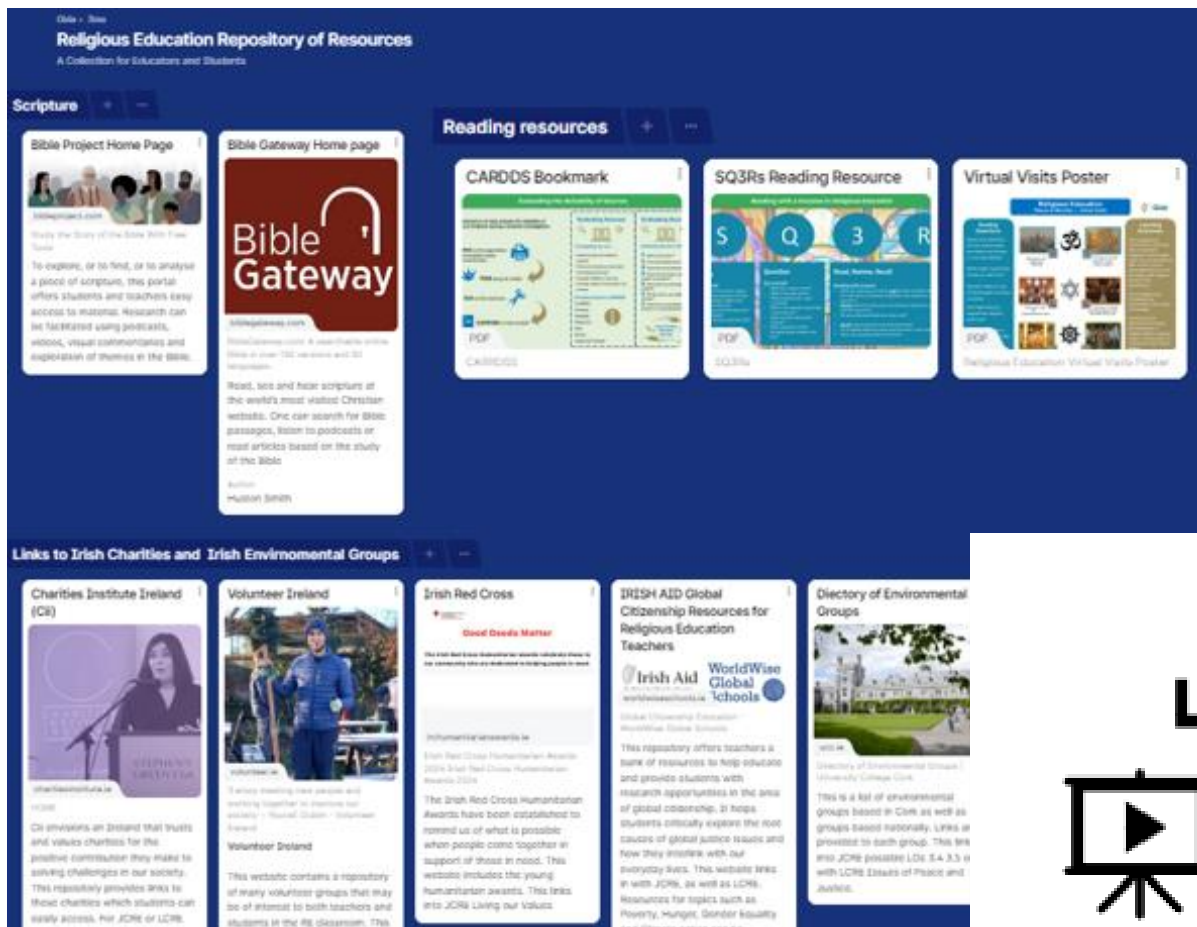
💡 Modelling Research Practices

What's working well?  
Even better if?

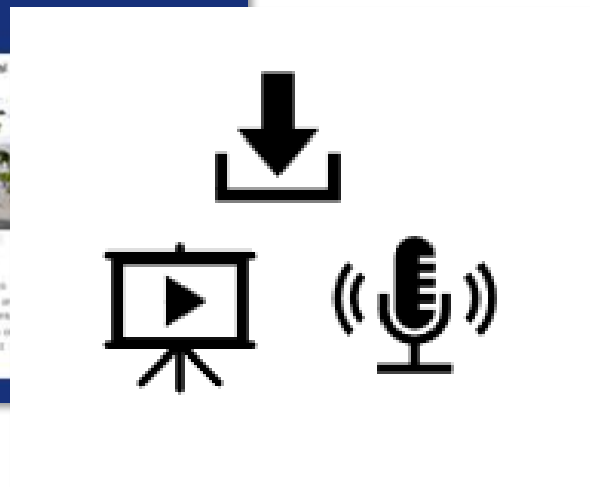




# Repository of Resources



[Repository of Resources](#)



# Formative Assessment Strategies



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**Learning Intentions  
and Success Criteria**

**Peer Assessment  
and Evaluation**

**Effective Use of  
Questioning and  
Discussion**

**Self-Assessment  
and Evaluation**

**Effective Formative  
Feedback**

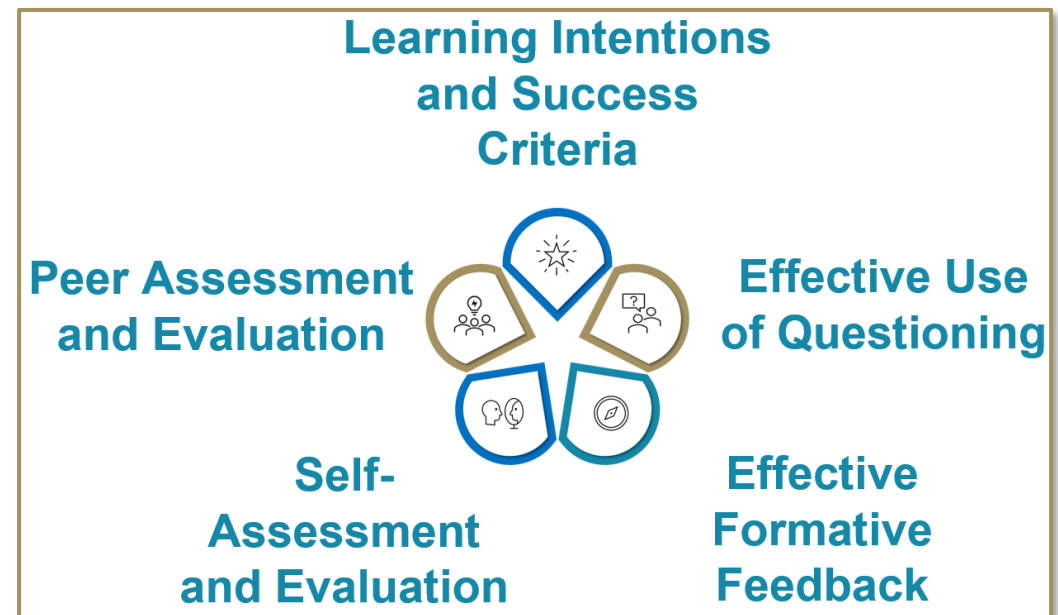






## Group Discussion

- 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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## Religious Education Coursework 2025 Titles Workshop

Padlet for online Religious Education workshop

LC Religious Education Key Documents

LC Religious Education Key Documents

Workshop Materials

2025 Coursework Titles

Resources

Syllabus

Chief Examiners Report 2013

LC RE Teacher Booklet 2025 titles

Coursework titles 2025

Section E Resources

Teacher Guidelines

Chief Examiners Report 2008

LC RE 2025 titles Quadrant

Section H Resources

2023 Marking Scheme

Student Learning Log

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## Religious Education Student Learning Log

Leaving Certificate  
Religious Education Coursework



[LC RE padlet 2025](#)

# 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

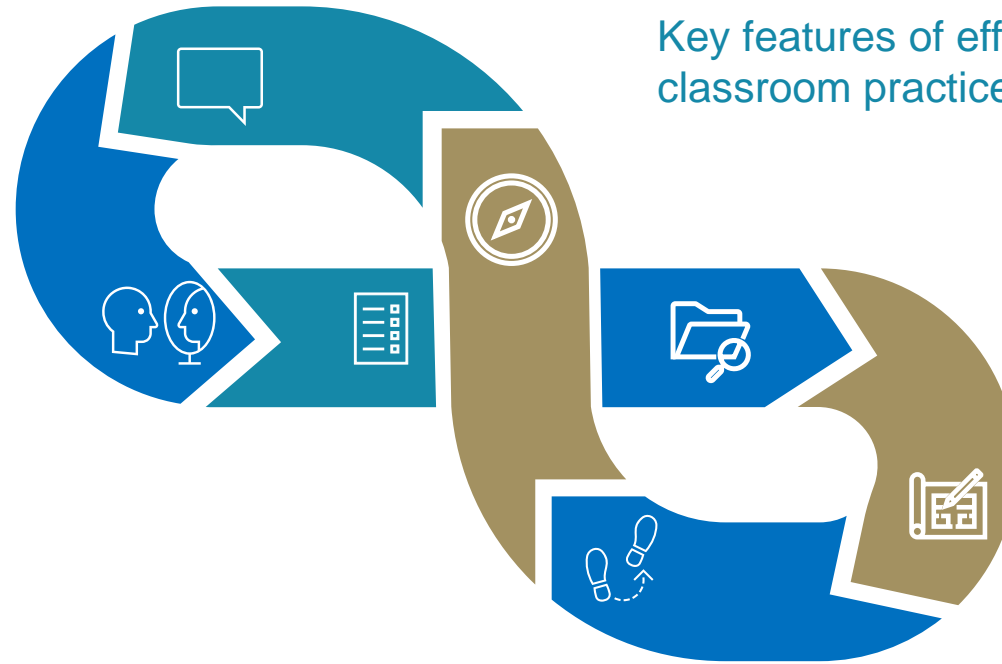
Key features of effective classroom practice.

## Working document

Used throughout the process with extendable sections.

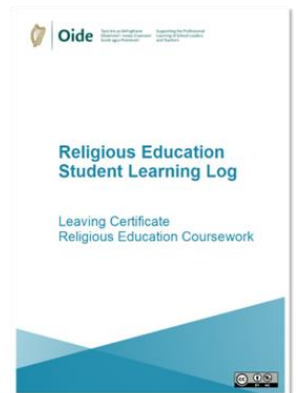
## Template

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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## Now what?

What are my next steps for moving forward?

## What?

What have I learned?

## So what?

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



REFLECT

# Keeping in Touch



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 @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.



 Oide Office of Religious Education Supporting the Professional Learning of School Leaders and Teachers

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