



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Fostering Respect, Dialogue and Understanding in the Religious Education Classroom



Belief, Respect and Global Awareness



... to help students understand, respect and appreciate people's expression of beliefs, and to facilitate dialogue and reflection on the diversity of beliefs and values that inform responsible decision-making and ways of living.

DE, Junior Cycle Religious Education Specification, (2019), p.7



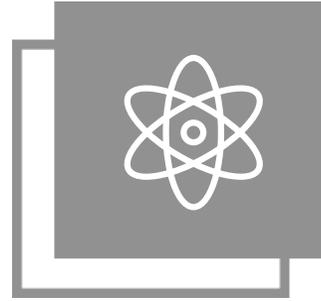
Learning Together, We Will...



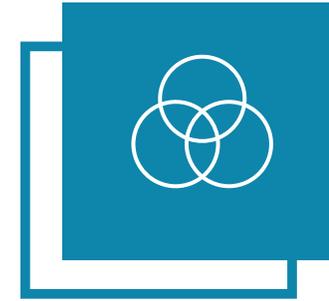
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reflect on the diversity of beliefs and values that inform responsible decision-making and ways of living.



consider the importance of creating a safe space for dialogue and discussion.



explore two frameworks for supporting safe dialogue to support respect and understanding.



Padlet Wall



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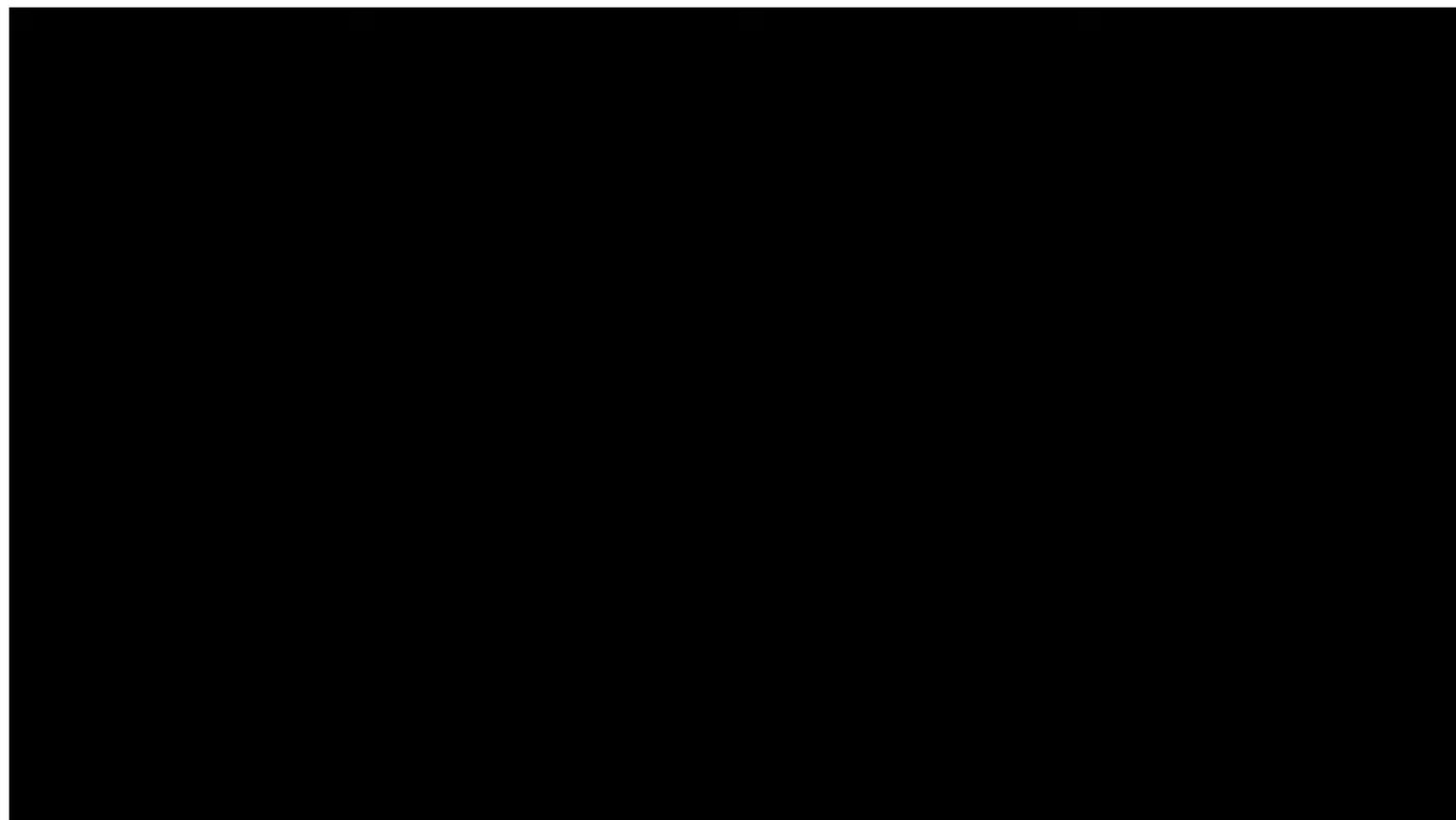
Fostering Respect, Dialogue and Understanding in the Religious Education Classroom





Nobody Stands Nowhere

Jot down ONE idea that resonates most with you. Be ready to share your insight when the video clip ends.





Educational Inclusion



*More recent understandings of educational **inclusion** take account of how education serves not only children and young people with **special educational needs**, but also those from a range of **diverse ethnic, cultural and socio-economic** backgrounds as well as other aspects of diversity such as membership of the **Traveller and Roma** communities, **language, religion, gender and sexual orientation**.*

DE, Inspectorate Report (2021-2023) and Thematic Review, (2024), p.81



What is your Understanding of Inclusive Education?

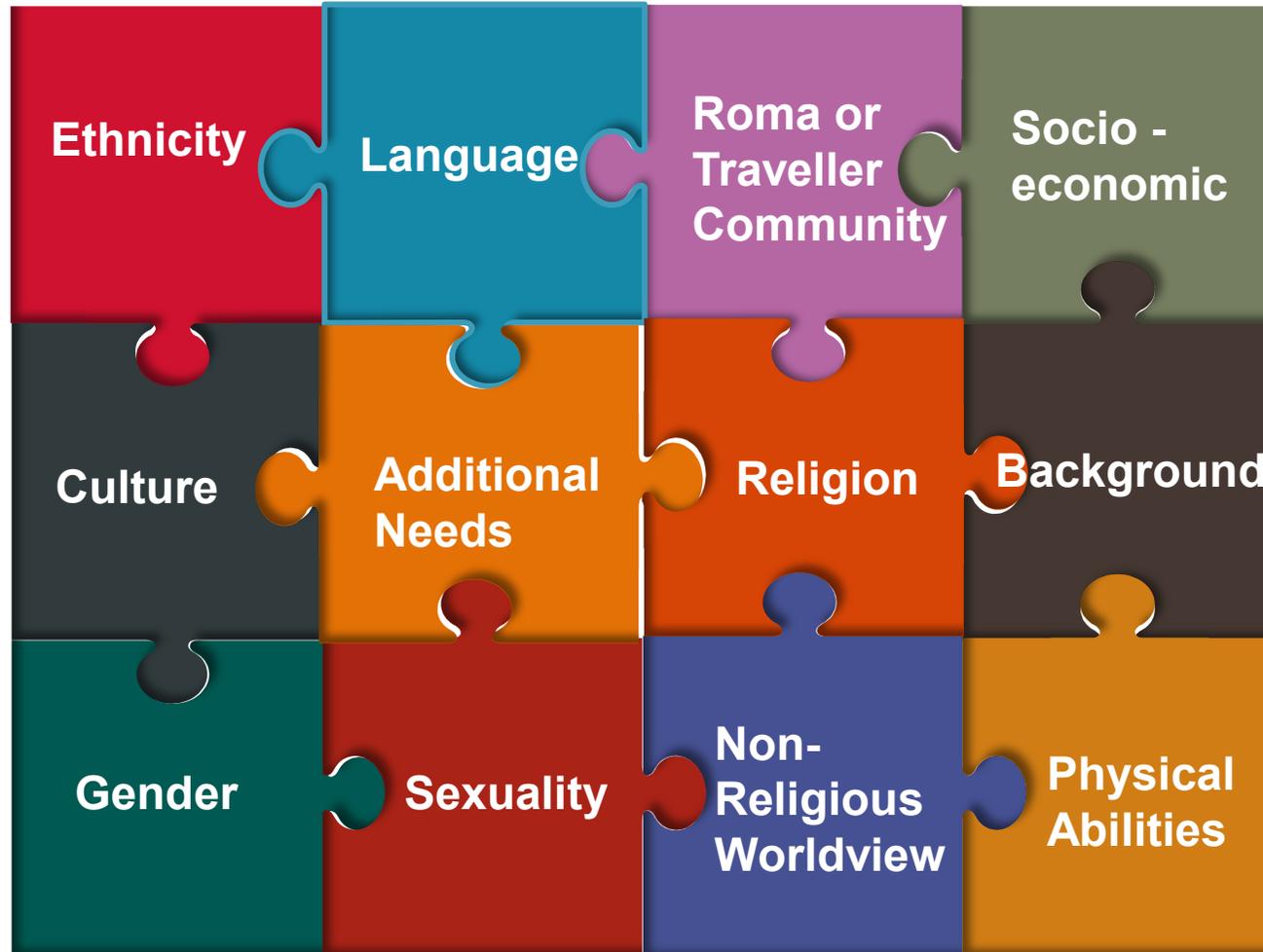


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The Inclusive Classroom





Fostering Inclusive Classrooms

“**Why** is it essential for all teachers to foster respect, deepen understanding, promote inclusion, and encourage dialogue in their classrooms?”

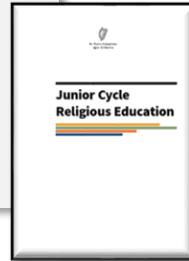
Policy and Curricula



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JC RE Specification

- ‘encourages respect and understanding of different beliefs, perspectives and ways of living’
- ‘examine other interpretations of life’



TY Programme Statement

- ‘students make a positive difference in their schools, communities and society’
- ‘act on their responsibilities and exercise their rights’
- ‘global citizens’



LCA RE Programme

- ‘understand and interpret that experience in the light of our changing world’



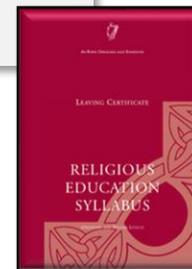
JC CSPE Specification

- ‘students to grow in awareness of how their wellbeing is connected to the wellbeing of others, locally and globally’



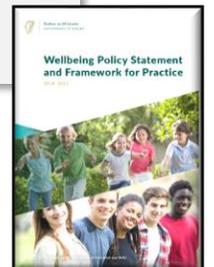
LC RE Syllabus

- ‘the principles of a just society’
- ‘participatory citizenship’



Wellbeing Policy Statement and Framework for Practice

- ‘equitable, fair and inclusive’





Fostering Respectful Dialogue



It is critical ... that we facilitate our young citizens to be educated as engaged, informed and participative citizens, respectful of difference, informed of the necessary courtesies of discourse, equipped with the skills to question and challenge decisions ... ensuring such decisions are ethical, and based on the common good.

Higgins, M.D. Irish Young Philosopher Awards, (2019)



Discussion Activity



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“Teaching Religious Education is essential for preparing students to understand today’s diverse society.”



Agree



Unsure

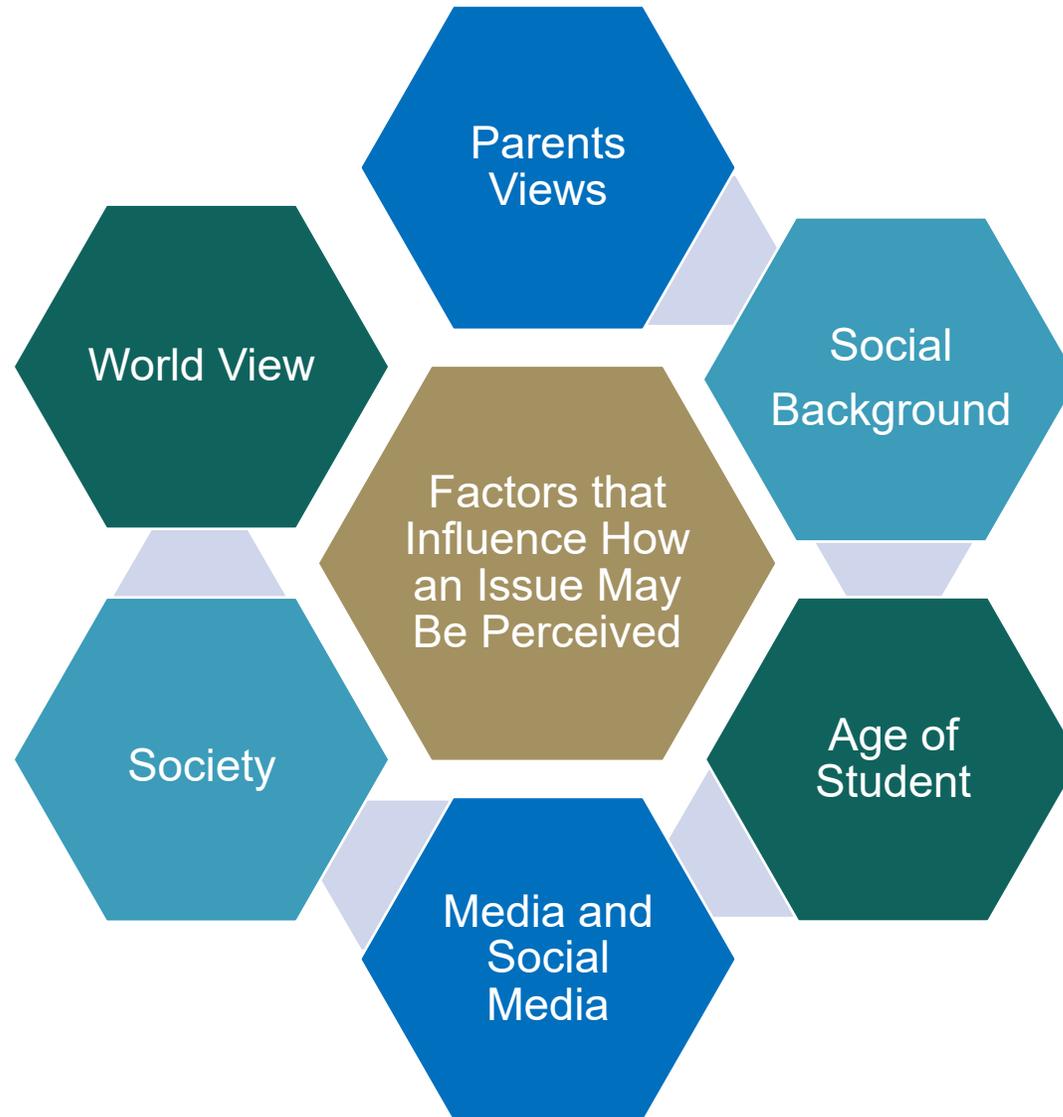


Disagree

Planning for Respectful Dialogue



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Dialogue Demands Respect

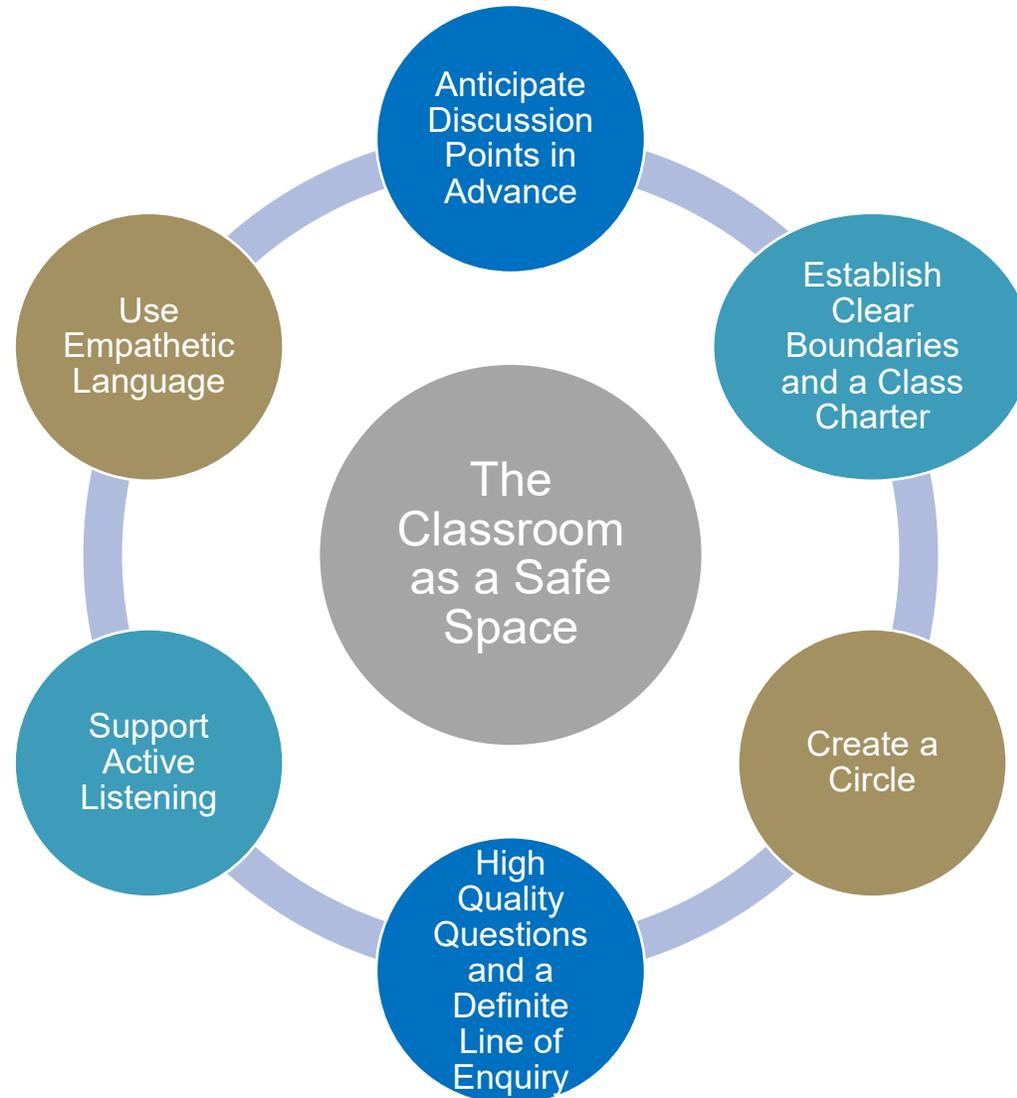
Another significant aspect of trust for both students and teachers was 'respect'. Respect was named as an essential part of trust.

Holzer, A and Daumiller, M., Building trust in the classroom: perspectives from students and teacher, (2025), p.62

Creating a Safe Classroom



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Teaching Strategies that Foster Inclusion

Carousel
Discussions

Digital
Response

Jigsaw
Learning

Pair and
Group Work

Peer
Teaching

Project-
Based
Learning

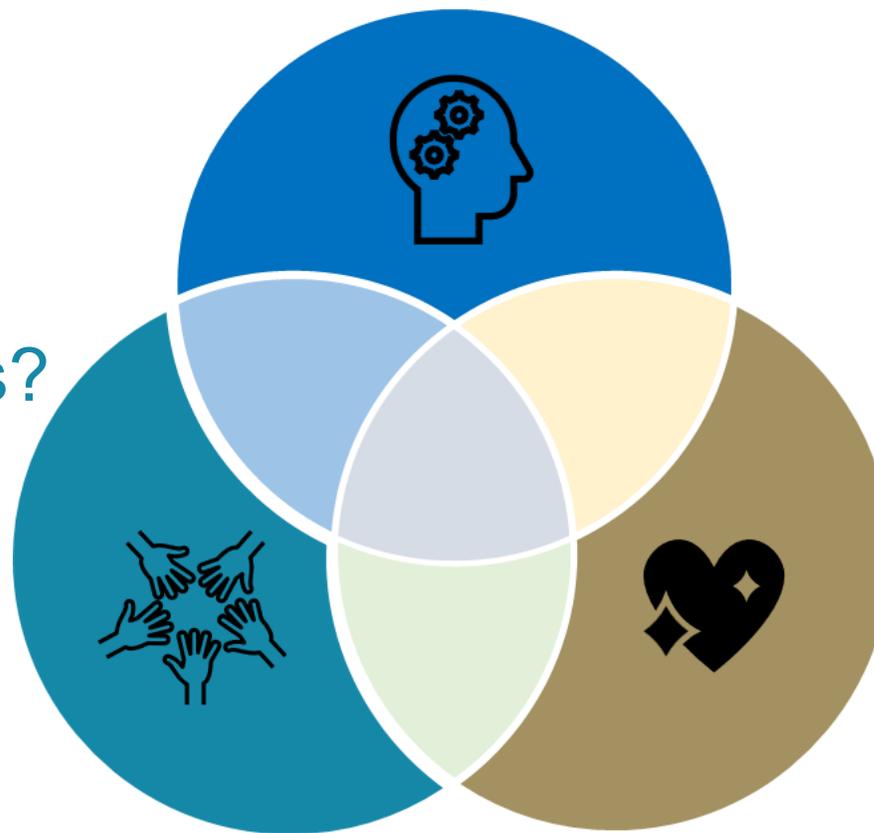
Role Play

Think – Pair
- Share



The Sensitivity Triangle

Head: What should students **know** and **understand** about this issue? What are the facts?

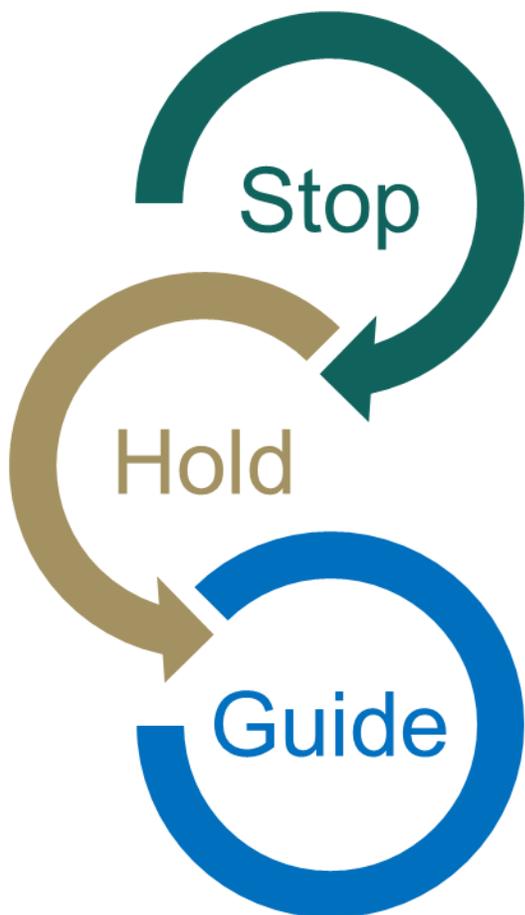


Hands: How could students apply the **skills** they are learning to their daily lives?

Heart: What important **attitudes** and **values** can be nurtured through the exploration of this issue.



Stop – Hold – Guide



Set limits on language and detail, focus on facts, values, and learning rather than emotional reactions.

Use neutral language, verify what is true.
Research may be needed.

Focus on **Big Questions**.

- How should we live?
- What does it mean to be moral?
- The importance of dialogue and interaction between major world religions and within major world religions in promoting peace and reconciliation in the world today.

A Native American Creation Story



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Sky Woman fell from the sky world after being pushed through a hole by her husband. As she fell toward the ocean, two birds caught her and carried her safely to the water animals. The animals wanted to help her, so they dove to the bottom of the sea to bring up mud. Little Toad finally succeeded, and the mud was placed on the back of Big Turtle, where it grew into land called Turtle Island. Sky Woman then created the sun, moon, and stars. Later, she gave birth to twin sons: Sapling, who created good and helpful things in nature, and Flint, who created dangers and difficulties. The twins fought, and Sapling won, but Flint could not die and remained on Earth. The myth teaches that animals played an important role in creating the world and should always be respected.

Lindsey, M. (n.d.) *Iroquois Creation Myth*. Williams College.



Breakout Room Activity



Discuss

One piece from the media with your group



With your group

Using the media stimulus, collaboratively design a learning experience that promotes respect and understanding.



Time

20 minutes



Personal Reflection

What did we **TALK** about?

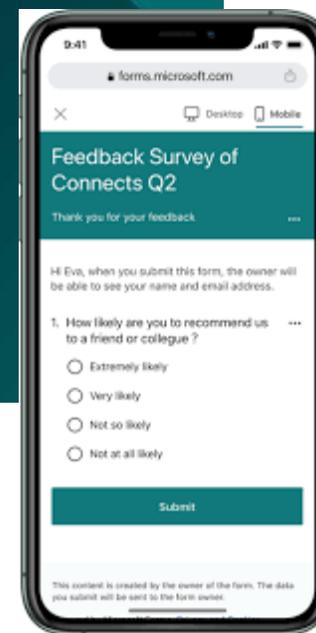
What do I **THINK** about what was said?

What are the **TAKEAWAYS** that I will action in my teaching?





Feedback Form





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