

**Level 1: a cluster of 10 connected, practitioner case-studies**

How do Primary RE Teachers synthesis CoRE's National Entitlement and Big Ideas, and operationalise them in teaching and learning in their own Primary RE classrooms?

**Level 2: research on research**

What benefits and barriers do Primary RE Teachers experience when conducting practitioner research?

What strategies do they adopt, if any, to mitigate barriers?

**participants**

10 Primary RE teachers

**methods**

**Level 1:** teachers' own practitioner research, case-study strategies, multiple methods.

**Level 2:** teachers' reflective journals; focus group discussions

**Strategy**

To facilitate and support a community of practice, comprising of 10 Primary RE teachers, during September to June.

To train and support teachers in devising and conducting practitioner research, and disseminating findings, in response to CoRE's recommendations and Big Ideas.

To capture data charting teachers' ongoing experiences of being practitioner researchers.

**Aims: to report on...**

- effective strategies for supporting Primary RE teachers as practitioner-researchers
- impact of CoRE's National Entitlement in 10 primary RE classrooms
- strategies devised by Primary RE teachers for utilising Big Ideas as a curriculum framework for CoRE's National Entitlement
- types of mediation and support that maximise successful curriculum planning for Primary RE