

# **Citizenship through Secondary Religious Education**

**Liam Gearon**



# Citizenship Through Secondary Religious Education

**Marian de Souza, Gloria  
Durka, Kathleen Engebretson, Robert  
Jackson, Andrew McGrady**

## **Citizenship Through Secondary Religious Education:**

Citizenship Through Secondary Religious Education Liam Gearon, 2003-12-16 Citizenship education is now a statutory part of the secondary school National Curriculum and R E is one of the subjects through which it can be taught This book has been written for student teachers and teachers who are looking for guidance Learning to Teach Religious Education in the Secondary School , 2013-05-13 Learning to Teach Religious Education in the Secondary School provides insights from current educational theory and the best contemporary classroom teaching and learning and suggests tasks activities and further reading that are designed to enhance the quality of initial school experience for the student teacher Key themes addressed include the place of Religious Education in the curriculum state and faith community schooling developing schemes of work language and religious literacy teaching religion at 16 plus religion and moral education collective worship This second edition has been thoroughly updated throughout to take account of changes to policy and the curriculum It includes two additional chapters on Religious Education and Citizenship and Teaching Religious Education at A level as well as new versions of three original chapters Teaching Children with Special Educational Needs Religious Education and Moral Education and Resources for Religious Education Supporting teachers in developing levels of religious and theological literacy both of individual pupils and the society as a whole this comprehensive and accessible text will give practising teachers and students an introduction to the craft of teaching Religious Education in the secondary school **Religion and Education in Europe** Robert Jackson, 2007 **Citizenship Through Secondary Geography** David Lambert, Paul Machon, 2004-01-14 This book reveals the potential of geography to engage with citizenship It provides theoretical signposts in the form of short digestible explanations for key ideas such as racism values identity community and social exclusion a number of inset activities for further thinking a critique of the discipline and the pitfalls to avoid in teaching citizenship through geography practical teaching suggestions All the contributions to this valuable book point to the capacity of geography to engage with citizenship values education and people environment decision making on scales that range from the local to the global It offers positive and direct ways to become involved in the thinking that must underpin any worthwhile citizenship education for all experienced teachers student teachers heads of department curriculum managers principals and policy makers **Global Perspectives on Teaching and Learning Paths in Islamic Education** Huda, Miftachul, Safar, Jimaain, Mohamed, Ahmad Kilani, Jasmi, Kamarul Azmi, Basiron, Bushrah, 2019-07-26 The process of curriculum enhancement through various educational approaches aims to enhance quality assurance in the educational process itself In Islamic education traditional educational trends are enhanced by expanding the embodiment process on experiential learning to evaluate the achievement in creating outcomes that balance not only spirituality and morality but also quality of cognitive analytical performances Global Perspectives on Teaching and Learning Paths in Islamic Education is a comprehensive scholarly book that provides broad coverage on integrating emerging trends and technologies for

developing learning paths within Islamic education Highlighting a wide range of topics such as digital ethics psychology and vocational education this book is ideal for instructors administrators principals curriculum designers professionals researchers academicians and students

### **Negotiating Identity and Tradition in Single-faith Religious Education**

Inkeri Rissanen, 2014 What kinds of process of negotiation are involved in teaching and studying Islam in a modern liberal context How can the common aims attached to liberal religious education in contemporary European multicultural societies be pursued in single faith education This book contributes to the search for legitimate and successful forms of religious education by presenting results from a case study examining Islamic education in Finnish schools Finnish Islamic education in which students study their own religion with aims drawn from the liberal educational paradigm offers a space for negotiating liberal educational values in an Islamic framework and negotiating Islam in its many contexts The findings demonstrate the possibilities as well as challenges in educating for autonomy tolerance and citizenship through religion The book also gives insights into students negotiations on diversity and tolerance that are important for all involved in any form of multicultural education These negotiations bring out distinct challenges in dealing with interreligious intrareligious and cultural differences and demonstrate how different understandings of tolerance in different ideological frameworks can cause confusion among students The results lead to a discussion of the educational needs of Muslim students in contemporary Western societies and the competencies their teachers need

*Learning to Teach Citizenship in the Secondary School* Liam Gearon, 2014-11-26 Praise for previous editions A comprehensive and illuminating resource on both citizenship and citizenship education David Hicks Times Educational Supplement What is the role of citizenship How can it be taught effectively *Learning to Teach Citizenship in the Secondary School* is an essential resource for students training to teach citizenship in the secondary school as well as teachers of citizenship looking for fresh ideas and guidance Written by leading experts in the field the book is underpinned by the latest research and theory and explores a variety of inspirational approaches to teaching and learning in a subject which provides a critical underpinning to the whole school curriculum This new third edition has been comprehensively updated and restructured to emphasise the role of citizenship across the curriculum exploring a wider range of subjects including geography modern foreign languages mathematics and science Key topics include historical origins and contemporary contexts developing subject knowledge and skills of enquiry effective lesson plans schemes of work and assessment citizenship beyond the classroom community based work and learning outdoors citizenship across the curriculum English drama and media history geography and religious education modern foreign languages mathematics and science and RE research in citizenship Including key objectives and chapter summaries together with carefully developed tasks to support your own professional development *Learning to Teach Citizenship in the Secondary School* is designed to develop theoretically informed good practice in citizenship education It is a source of support guidance and creative ideas for all training citizenship teachers and those teaching the subject as non specialists and

offers specialists new insight into this crucial subject      **Rethinking Religious Education and Plurality** Robert Jackson, 2013-02 This book offers a critical view of approaches to the treatment of different religions in contemporary education in order to devise approaches to teaching and learning and to formulate policies and procedures that are fair and just to all      **International Handbook of the Religious, Moral and Spiritual Dimensions in Education** Marian de Souza, Gloria Durka, Kathleen Engebretson, Robert Jackson, Andrew McGrady, 2007-06-04 Traditionally spirituality has resided and been contained within religious frameworks but while the links between the two areas are still acknowledged by many in the contemporary world spirituality is perceived by some as an aspect of human life that is distinct from religion Consequently many are searching for meaning within and without religious traditions today and seeking answers to ethical and moral questions that have been generated by the knowledge and technological explosion One outcome is the renewed interest in the religious spiritual and moral dimensions of education throughout the life cycle This International Handbook presents the research and professional practice of scholars who are daily engaged in the consideration of these dimensions in education The result is a collection of essays which reflects the discipline in all of its internationality as it is today Embedded within the chapters is also an agenda for the future where the religious moral and spiritual dimensions in education are proposed as an exciting and challenging way forward for educators at all levels in society As well it offers a vision for the emergence of a peaceful and just world      Shining Humanity Zilka Spahić Šiljak, 2014-09-18 Shining Humanity Life Stories of Women Peace Builders in Bosnia and Herzegovina is a collection of biographies of eleven local peace leaders from varying ethnic religious and non religious backgrounds As these stories begin to illuminate the women's deep faith in humanity they can help to teach us how to become fully human beings in difficult wartime and post war situations The women selected for inclusion in this book showed genuine humanity *ljudskost* in the darkness of war and suffering but dared to imagine a life beyond the imposed boundaries of violence and fear This book sheds light on the women's side of peace work and on women's efforts to rebuild to heal to reconcile to empower and to embrace all the challenges and complexities of the post war Bosnian realm These women hope to teach the next generation that each and every person has the capacity to do something good and for this to happen young people need only have faith that it is indeed possible to change things for the better The author examines how moral imagination functioned in the lives of women peace builders as they proceeded to make progress in their efforts to bring peace to their communities and discusses the social history of Bosnia and Herzegovina BiH its special dynamics values and norms the role of religion in peace building in an overwhelmingly de secularized society and finally the achievements of ordinary women who made extraordinary journeys This analytical account of the life stories of Bosnian women peace builders provides valuable anthropological material from the local Bosnian context that can offer guidance for other regional and even global peace builders Readers will learn that peace building in BiH was motivated by the concepts of both care ethics and feminist ethics of justice and compassion as well as the surviving socialist ethics of unity and equality

and by the universal human rights norms codified in the legal system of BiH Most of the peace builders in this book are religious but their religion came into play only later as one of many equally important and relevant rationales for their peace work These stories do not present an idealized image of women or of perfect peace activists but rather they tell the tale of ordinary women who bore witness to horror but chose to live in hope Public Theology Perspectives on Religion and Education Manfred L. Pirner, Johannes Lahnemann, Werner Haussmann, Susanne Schwarz, 2019-01-23 In order to draw out the relationship between publicly oriented Christianity and education this book demonstrates that education is an important method and prerequisite of public theology as well as an urgent object of public theology research's attention Featuring work from diverse academic disciplines including religion education theology philosophy and religious studies this edited collection also contends with the educational challenges that come with the decline of religion on the one hand and its transformation and regained public relevance on the other Taken together the contributions to this volume provide a comprehensive argument for why education deserves systematic attention in the context of public theology discourse and vice versa **International Handbook of Inter-religious Education** Kath Engebretson, Marian de Souza, Gloria Durka, Liam Gearon, 2010-08-17 This Handbook is based on the conviction of its editors and contributing authors that understanding and acceptance of as well as collaboration between religions has essential educational value The development of this Handbook rests on the further assumption that interreligious education has an important role in elucidating the global demand for human rights justice and peace Interreligious education reveals that the creeds and holy books of the world's religions teach about spiritual systems that reject violence and the individualistic pursuit of economic and political gain and call their followers to compassion for every human being It also seeks to lead students to an awareness that the followers of religions across the world need to be and to grow in dialogical relationships of respect and understanding An essential aim of interreligious education is the promotion of understanding and engagement between people of different religions and therefore it has great potential to contribute to the common good of the global community Interreligious education has grown from the interfaith movement whose beginning is usually identified with the World Parliament of Religions held in Chicago in 1893 This was the first time in history that leaders of the eastern and western religions had come together for dialogue and to consider working together for global unity **Debates in Religious Education** L. Philip Barnes, 2023-08-10 This essential book provides a comprehensive introduction to current debates in religious education Exploring the rich variety of opinions and ideas that constitute and impact upon religious education both novice and experienced teachers will benefit from deepening their theoretical knowledge and understanding through reading Debates in Religious Education This second edition has fully updated all chapters and included an additional thirteen new contributions providing a provocative yet informative introduction to current debates and allowing teachers to reach informed decisions about how they approach this subject Responding to recent controversy and challenging assumptions about the place of

religion in education expert contributors cover key topics such as The aims of religious education Religious education in the United Kingdom and Ireland Agreed syllabuses and the role of Standing Advisory Councils Educational issues such as the right of withdrawal collective worship and faith schools Teaching and learning in religious education Multi faith religious education Relating science and religion With its combination of expert opinion and fresh insight this essential text is the ideal companion for any student or practising teacher engaged in initial training continuing professional development or Master s level study

**Education, Politics and Religion** James Arthur,Liam Gearon,Alan Sears,2010-06-28 In recent years a number of popular books have savaged religion arguing it is a dangerous delusion that poisons human societies and relationships This is but the most recent manifestation of a secularising agenda that has been sweeping contemporary democratic societies since the Enlightenment This book pushes back against that agenda examining its key assumptions and arguing that the exclusion of religious people and ideas from education and the public square is both undemocratic and unwise For the most part the book draws arguments and examples from Christianity the religious tradition of the authors but it recognises that many religions share the concerns and possibilities examined The book examines contemporary expressions of the secularising agenda in Western democracies with particular focus on how that is played out in education It demonstrates how republican theory understood within a faith perspective provides a shared understanding and substantive basis for education within a Western democracy It explores the historical connections and disconnections between religion and civic life in the West from ancient to contemporary times and examines religiously based civic action and pedagogical approaches contending both have the potential to contribute greatly to democracy It will be of value to any who are interested in exploring how democracies can include the voices of all their citizens the religious and the secular

Religious Education in a World of Religious Diversity Wilna A.J. Meijer,Siebre Miedema,Alma Lanser-van der Velde,2009 This volume brings together a selection of papers presented at the Fifteenth Session of the International Seminar on Religious Education and Values ISREV which took place in 2006 in Driebergen the Netherlands addressing the theme Religious Education in a World of Religious Diversity The authors were invited to combine the concept of diversity with the dimensions of temporality of time and history in reworking their contributions for this book This temporal aspect is in a sense inherent in educational thinking On the one hand education as intergenerational transmission has a conservative aspect tradition being what is actually and presently transmitted from the past and or what is considered worthwhile to be passed on On the other hand acknowledging the activity of students themselves as a prerequisite for any education to happen brings the open endedness and therefore the future into the pedagogical arena in terms of development learning reflection edification et cetera So the question answered in this volume is what does this inherent historicity mean for religious education as well as for the concept religion and religious diversity In answering this question the contributions represent the global character of the concern with religious diversity in relation to religious education and originate respectively from the following countries

Canada Bhikkhu English United States Moran Latvia Ilshko Russia Kozyrev Germany Pirner South Africa Roux du Preez Ferguson Japan Omori Australia de Souza Turkey Seluk and the Netherlands Meijer Miedema Education, Religion and Society Dennis Bates, Gloria Durka, Friedrich Schweitzer, 2006 This volume brings together international scholars to honour the contributions of Professor John Hull to the field of religious education and practical theology exploring and discussing the debates and issues of a variety of important themes **Dialogue and Conflict on Religion. Studies of Classroom Interaction in European Countries** Ina ter Avest, Dan-Paul Jozsa, Thorsten Knauth, Javier Rosón, Geir Skeie, 2009 Regarding teaching about religions and worldviews there is a gap between the ambitions of educational policies and our knowledge about what really happens in the classroom Research on classroom interaction about religion is not very far developed either nationally or as international and as comparative research There is a growing awareness however that research on pupils' perspectives on religion in education is needed in order to develop sustainable approaches for future education and this book is a contribution to this research The classroom can be seen as an arena both for learning and for micro politics This arena is shaped and sometimes challenged and restricted or even curtailed by the wider societal and political context In this book we present studies of classroom interaction that focus on the micro sociological level of research The studies presented open up a rather unexplored field of international comparative research on religion in education and the role of diversity for classroom interaction giving deeper insights into what happens in classrooms displaying varieties of interactive patterns and relating these to their specific contexts *Improving Religious Education Through Teacher Training* Friedrich Schweitzer, Rob Freathy, Stephen G. Parker, Henrik Simojoki, 2023 This book brings together two topics which have both been of increasing interest in different countries The first refers to the quality of Religious Education as a school subject RE in general the second is about the education of teachers of RE and its possible contribution to better quality RE There have been many public and often controversial debates concerning both of these topics The chapters contained in this volume however are not meant to continue such debates even if it is inevitable that they will contribute to these debates as well but to make use of research especially research on teacher education in the field of RE in order to provide insights based not just on political or personal opinions but on rigorous academic scholarship International Perspectives on Citizenship, Education and Religious Diversity Robert Jackson, 2003-09-02 Citizenship is high on the agenda of education systems in many of the world's democracies As yet however discussions of citizenship education have neglected issues of religious diversity and how the study of religions can contribute to our understanding of citizenship International Perspectives on Citizenship Education and Religious Diversity brings together an international range of contributions from religious studies scholars and educators specialising in the study of religions Together these illustrate and explore the key questions for educational theory and pedagogy raised by drawing issues of religious diversity into citizenship education The chapters address and extend debates over the nature of citizenship in late modernity highlighting local and global dimensions of citizenship in relation to



issues of national religious ethnic and cultural identity As well as emphasising the role religious education has to play in citizenship education this book also covers wider issues such as state supported faith schools and cultural diversity in relation to common citizenship The authors argue that critical yet reflective approaches to religious education have a distinctive and valuable contribution to make to citizenship education Issues addressed within the study of religions are related to new forms of global and cultural citizenship as well as citizenship within the nation state Ultimately this stimulating and original collection highlights the challenges and possibilities for teaching and learning about religion religions and religious diversity within an inclusive educational practice

Innovative Approaches to Religious Education  
Bernhard Grümme, Manfred L. Pirner, 2025-07-16 A superb collection of contemporary research on German language religious education Professor Julian Stern Bishop Grosseteste University Lincoln UK Although specific contexts differ between and within countries the issues and challenges regarding religious education in schools are essentially the same worldwide It is therefore very valuable and relevant that this volume makes the rich insights and approaches to religious education developed and brought together by German scholars available to a wider audience Professor Gerdien Bertram Troost Vrije Universiteit Amsterdam The Netherlands This volume can function as a toolkit for teachers aiming to equip the younger generations with skills and competences needed in navigating their paths to good life Professor Arniika Kuusisto Faculty of Educational Sciences University of Helsinki Finland These reflections speak directly to the difficulties of teaching religious education both in Germany and internationally Professor Robyn Horner School of Theology Australian Catholic University

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