

ASPECTS > APPROACHES > CONTENT

School Curricula & the USPs of Religion

Aspects > Approaches > Content?

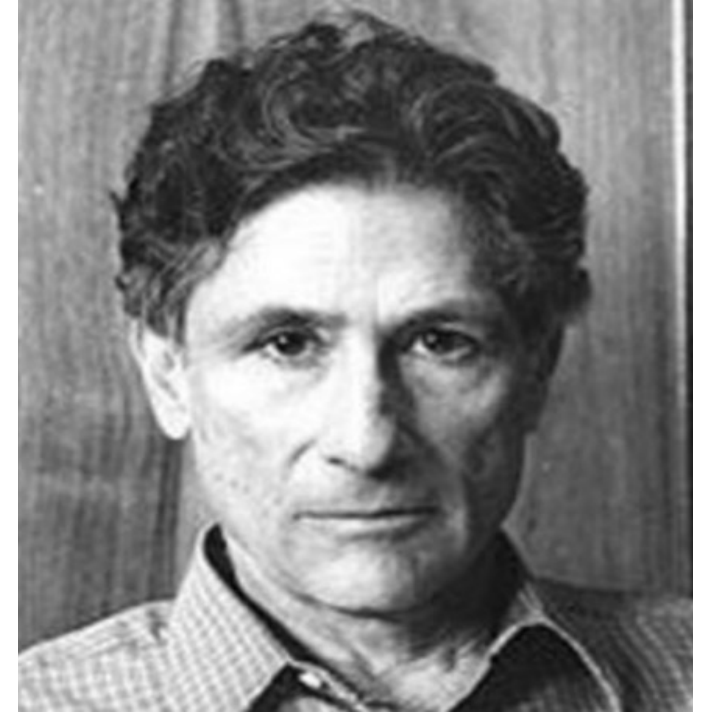
- While an emphasis on *approaches* rather than *content* to a rebranded post-CORE curriculum may be welcomed, I argue that practitioners and theorists should remain mindful of at least three particular educational *aspects* of the subject when re-imagining curricula.

Theology as 'thinking through believing'
Philosophy 'thinking through thinking'
Social science 'thinking through living'



“Othering” (Orientalism)

- From evidence gathering across the country with the Commission, one of the key pedagogical contributions RE can make is sensitising students to the whole issue of “othering” and their own positionality. Profiling this aspect as an educational aim conducive to societal cohesion neither instrumentalizes the subject nor subverts its broader remit.



Edward Said 1935-2003

“Transcendence”

Between the Interim and Final Reports of CORE, this aspect of the subject became obscured. Pedagogically, transcendence is not unique to RE and subjects such as Music Art Literature, Science all have aesthetic power. That said, the proposals of religion almost by nature trespass the transcendent which, however inarticulately, forms part of our life experience.



“Paradox”

- Lastly, the study of religion requires an encounter with the reconciliation of opposites - whether this be in terms of concepts of mystery, marvel, mercy or mundanity. Again, this aspect of human cognition is present in other subjects, but is an aspect of religion relevant to educational maturation.

$$E = mc^2$$

Yes -

but is light a
particle or a wave?

Aspects & Age Preferences?



Aspects are limited neither by method nor content
But beware choosing exemplars in our own image – why teach
KS4 Bonhoeffer when you could teach Sophie Scholl?