

π This leaflet provides a starting point for schools to discuss the links between citizenship and religious education (RE).

Schools need to decide which opportunities to develop as explicit citizenship provision. This leaflet maps the areas where the two subjects are compatible. It also suggests some opportunities for teaching citizenship through RE, referring where appropriate to relevant units in the RE scheme of work. Draft Unit 13 ‘How do we deal with conflict?’ in the citizenship scheme of work illustrates this.

Promoting citizenship through RE

RE contributes to citizenship by:

- providing opportunities for pupils to see how individual, group and political choices, policies and actions, *eg human rights*, are inextricably linked with and influenced by religious and moral beliefs, practices and values;
- providing opportunities for pupils to understand and deal with local, national, European and global issues through knowledge and understanding of their religious dimensions and contexts;
- enabling pupils to understand and exercise the meaning of personal, social and moral responsibility;
- enabling pupils to see how human beings across the world treat each other and their environments and why they treat them as they do;
- enabling pupils to develop active citizenship by involvement with voluntary religious and charitable activities.

Opportunities in RE to contribute to citizenship

There is no national programme of study for RE to which references can be made. The opportunities that follow are ones that may commonly be found in RE agreed syllabuses, based on the SCAA model syllabuses of 1994 and the QCA non-statutory scheme of work published in 2000. The units in the RE scheme of work are exemplary only and need to be related to the local agreed syllabuses.

Citizenship programme of study	Links with local agreed syllabuses for faith community guidelines	Examples of opportunities for citizenship through RE [and relevant units in the RE scheme of work]
1 Knowledge and understanding about becoming informed citizens		
<p>a The legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people</p>		<p>Exploring issues relating to justice and humanity, <i>eg why humans have rights, how we should deal with criminals, whether they should be helped if they have hurt others</i></p> <p>Looking at examples of religious people who have helped promote human rights, <i>eg Martin Luther King, Gandhi, the Quakers</i></p> <p>Studying religious teachings on justice and forgiveness including liberation theology and considering sacred writings as a guide to living [Unit 7B What does justice mean to Christians?, Unit 9C Why do we suffer?]</p>
<p>b The diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding</p>		<p>Learning about and learning from religions represented in the UK. Considering interfaith and multicultural issues relating to identify and diversity. Considering the experiences, practices and lifestyles of followers of different religions and the important influence of beliefs on them. Reflecting on and responding to family and community issues [Unit 7C Religious figure (generic), Unit 7D Who was Gotama Buddha?, Unit 8C Beliefs and practice (generic), Unit 8D Beliefs and practice: how do the beliefs of Sikhs affect their actions?, Unit 8E A visit to a place of worship (generic), Unit 8F What makes a gurdwara special to Sikhs?, Unit 9A Where are we going? Rites of passage, Unit 9D Why are some places special to religious believers?]</p>

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<p>c Central and local government, the public services they offer and how they are financed, and the opportunities to contribute</p>		
<p>d The key characteristics of parliamentary and other forms of government</p>		<p>Looking at the role played by the representatives of UK faiths in Parliament</p> <p>Exploring the role of religions and the Established Church in politics, <i>eg in the House of Lords, the debating of ethical issues</i>. Considering issues of religion and politics, <i>eg discrimination, justice</i>, and the role of religions in State and national occasions, <i>eg the Opening of Parliament, Remembrance Day, at a local level (the Lord Mayor's Chaplaincy)</i></p> <p>[Unit 7B What does justice mean to Christians?]</p>
<p>e The electoral system and the importance of voting</p>		<p>Looking at what happens in society when people do not speak out on an issue</p> <p>Considering the consequences of the loss of the right to vote, <i>eg exploring issues of conscience and freedom</i></p> <p>Looking at stories of religious and ethnic persecution, <i>eg the Exodus, the Holocaust</i></p> <p>[Unit 7B What does justice mean to Christians?, Unit 8E A visit to a place of worship (generic), Unit 8F What makes a gurdwara special to Sikhs?, Unit 9C Why do we suffer?]</p>
<p>f The work of community-based, national and international voluntary groups</p>		<p>Exploring the role of religious aid agencies, <i>eg Christian Aid, Muslim Aid</i></p> <p>Inviting speakers, <i>eg the Salvation Army</i>, to talk about various aspects of voluntary work, <i>eg work with the homeless/alcoholics/refugees</i></p> <p>Examining the role of religious groups and affiliated organisations in their local communities, <i>eg the parish, gurdwara, mosque, church</i></p> <p>[Unit 7B What does justice mean to Christians?, Unit 8A What does Jesus' Incarnation mean for Christians today? Unit 8F What makes a gurdwara special to Sikhs? Unit 9C Why do we suffer?, Unit 9D Why are some places special to religious believers?]</p>
<p>g The importance of resolving conflict fairly</p>		<p>Considering the significance of the religious background in present-day conflicts, <i>eg the conflicts in Ireland, Israel</i></p> <p>Looking at the attitudes towards war and violence held by the followers of different religions, <i>eg Pacifism, Jihad, the Just War</i></p> <p>Exploring the teachings of religions on conflict and conflict resolution, <i>eg respect and forgiveness</i></p> <p>Reflecting on interfaith issues and resolution of conflict locally, <i>eg conflicts in school and community</i></p> <p>[Unit 9D Why are some places special to religious believers?]</p>

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<p>h The significance of the media in society</p>		<p>Exploring the portrayal of different religions in the media, considering, for example, religious news, religious current affairs programmes, images of extremism/fanaticism, the reporting of major religious events, <i>eg the Hajj, Kumbh Mela</i>, or major figures, <i>eg Dali Lama, Pope</i> [Unit 7A Where do we look for God?, Unit 7E What are we doing to the environment?, Unit 9B Where did the universe come from?, Unit 9C Why do we suffer?]</p>
<p>i The world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations</p>		<p>Thinking about religious teachings and responses to the natural world and the environment, <i>eg Assisi declarations</i>. Considering ultimate questions, <i>eg is there a God or creator? Why do we suffer? Whose fault is it?</i>, Creation stories, the notions of stewardship and sharing, the role of voluntary aid and development agencies, the effect of conflict on the world.</p> <p>Reflecting on personal and group responses and considering what actions to take [Unit 7A Where do we look for God?, Unit 7E What are we doing to the environment?, Unit 8A What does Jesus' Incarnation mean for Christians today?]</p>
<p>2 Developing skills of enquiry and communication In RE, there are opportunities to link with citizenship when pupils:</p>		
<p>a Think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources</p>		<p>Thinking reflectively and critically about questions of meaning and purpose in life, the nature of values and beliefs, and their impact on human society</p> <p>Understanding and responding to religious and ethical teachings to make reasoned and informed judgements on the religious and moral issues that underpin individual and group decision-making, <i>eg issues such as crime, drug abuse, medical developments, genetics, business priorities, economic and social policies, the role of the family, rites of passage</i></p> <p>Considering questions of religious identity and belonging, <i>eg Catholicism, the ummah</i></p> <p>Improving awareness and understanding of beliefs, practices and values in society and the wider world. Exploring issues within and between faiths and understanding the cultural contexts in which pupils live</p> <p>Using ICT to help find out information about beliefs, teachings and practices, and their impact on individuals, communities and cultures. Communicating and exchanging information and understanding with others, and investigating and recording data, including an empathetic understanding of different people and the issues that concern them</p>
<p>b Justify orally and in writing a personal opinion about such issues, problems or events</p>		<p>Researching, talking and writing with knowledge about religious and ethical beliefs and values that impact on issues, problems or events. Discussing many of the fundamental questions about life. Presenting information on these issues orally and in writing</p>

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<p>c Contribute to group and exploratory class discussions, and take part in debates</p>		<p>Constructing reasoned arguments on religious, moral and social issues. Presenting information and ideas about issues orally and in writing, exploring questions of authority, <i>eg sacred text, tradition and practice</i></p> <p>Working cooperatively, sharing ideas, discussing beliefs, values and practices, and learning from each other</p> <p>Considering questions such as 'Is there a God?', 'Why is there suffering?', 'What are our ideals?', 'Should we conform to expectations of others?'</p> <p>[Unit 7A Where do we look for God?, Unit 7B What does justice mean to Christians?, Unit 7E What are we doing to the environment?, Unit 8A What does Jesus' Incarnation mean for Christians today?, Unit 8C Beliefs and practice (generic), Unit 8D Beliefs and practice: how do the beliefs of Sikhs affect their actions?, Unit 9A Where are we going? Rites of passage, Unit 9B Where did the universe come from?, Unit 9C Why do we suffer?, Unit 9D Why are some places special to religious believers?]</p>
<p>3 Developing skills of participation and responsible action In RE, there are opportunities to link with citizenship when pupils:</p>		
<p>a Use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own</p>		<p>Reflecting on identity, society, the meaning and purpose of life, commitments</p> <p>Being involved in creative and imaginative work, <i>eg drama, poems, artwork</i>, on key citizenship themes, such as diversity, respect, celebration. Empathising with the beliefs and values of others</p> <p>Understanding the meaning of rites of passage and celebrations to different individuals and groups</p>
<p>b Negotiate, decide and take part responsibly in both school and community-based activities</p>		<p>Reflecting on the activities of faith groups, voluntary agencies and individuals</p> <p>Actively participating in their own communities, taking on both individual and collective responsibilities at home, at school and in local community and religious groups, <i>eg social events, helping others, fund-raising for charity, taking part in a community activity, worship, neighbourliness</i></p>
<p>c Reflect on the process of participating</p>		<p>Reflecting on their participation in these activities and the role of places of worship</p> <p>Using creative ways to convey their feelings and conclusions, <i>eg drama, poetry</i></p> <p>[Unit 7B What does justice mean to Christians?, Unit 9A Where are we going? Rites of passage, Unit 9C Why do we suffer?]</p>