

TeachRE Subject Knowledge Enhancement: Religion and Worldviews

How the course is tailored to meet individual needs

Compulsory 1st module: why teach RE?

All students begin the course with an introduction into the historical and current aims of the subject. They have the opportunity from the outset to reflect on their own sense of the aims of purpose of the study of religion and worldviews in school.

Compulsory Module Bi: Christianity

All students will then embark on a compulsory module to enhance subject knowledge of Christianity. All teachers of RE will teach a great deal of Christianity, and this module sets them up for the rest of the course.

These initial modules introduce students to sources of guidance and support, as well as ways of thinking about religion and worldviews. The knowledge and skills developed in the initial compulsory modules will be further honed and strengthened over the course.

Further Module pathways

From this point students, advised by their tutor, can establish a pathway of development to best cover the gaps in their knowledge, acquire a broad understanding of religion and worldviews, and pursue their own interests or any particular requirements of their PGCE course or future career.

Below are three examples of how the modules could be tailored to meet individual needs.

Student A: developing a systematic understanding of religion

Bi: Christianity, key beliefs

Bii: Islam, key beliefs

Ci: compare Abrahamic conceptions of the afterlife

E: visit two local mosques/ research online into two different mosques: how are beliefs shown in practice?

Biii: Hinduism, key beliefs

Cii: Compare Dharmic conceptions of liberation

D: Interview a Sikh or Buddhist: how are beliefs shown in practice?

Student B: focussing on thematic understanding of religion and worldviews

Bi: Christianity, key beliefs in context of Abrahamic beliefs

Ci: Christian and Islamic responses to the issue of the environment

E: visit a local Mandir/ Buddhist centre/ Gurdwara, focus on responses to the environment

Bii: Islam, ethics

Biii: Hinduism, ethics

Cii: Hindu, Buddhist and non-religious responses to the issue of gender

D: interview a feminist, focus on religion and gender.

Student C: developing subject knowledge of religion in context of religion and worldviews

Bi: Christianity, focus on historical split from Judaism

Biii: Judaism, key beliefs

Ci: Jewish, Christian and non-religious response to the question of suffering

D: interview a Buddhist, focus on the question of suffering

Bii: Islam, focus on diversity

Cii: Hinduism and Sikhism, focus on diversity

E: Interview a local Humanist, focus on variety of non-religious worldviews