

Religious Education
5–14 Roman Catholic Schools:
Secondary

Acknowledgement

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PREFACE

Religious education encompasses a significant area of human experience. All pupils should develop some understanding of this area as one of the main motivating factors behind human behaviour. For the majority of pupils, this objective will be achieved through a curriculum for religious education which is firmly based on the experience of Christianity, but pupils should also be encouraged to develop understanding of and respect for people of other faiths and people who adopt a non-religious stance for living. The curriculum will also help pupils to explore the more personal aspects of religion by addressing questions about meaning, value and purpose in life.

Curriculum Design for the Secondary Stages: Guidelines for Schools,
Scottish CCC, 1999, p. 44, para. 3

This publication, which is part of the 5–14 Teacher Support series, aims to support the teaching of religious education at the S1 and S2 stages in Roman Catholic schools. It provides advice and resource materials to complement the 5–14 national guidelines *Religious Education 5–14 Roman Catholic Schools*. This should assist schools as they review their programmes for RE in S1 and S2 in line with local development planning processes linked to the National Priorities improvement framework.

This resource for teachers will also be made available on Learning and Teaching Scotland's 5–14 online resource www.LTScotland.org.uk/5to14/intheclassroom/religiouseducation together with downloadable pupil materials that can be customised to suit the individual school's needs. Both teacher and pupil resource materials may also be found helpful in non-denominational schools.

While guidance is given, for example, in relation to the time allocation and sequence of units, and to approaches to learning and teaching such guidance must be considered in the context of whole school policies on such matters. Particular units also offer opportunities for links with education for citizenship and with aspects of personal and social education.

In accordance with best practice Learning and Teaching Scotland strives for continual improvement in its services and products, and evaluative comments on this publication would be welcome.

