

**List of 'Gateway' documents produced for REsilience programme, each giving teachers a brief overview of areas they may need help dealing with - all freely available on REC website**

**<http://religiouseducationcouncil.org.uk>**

## **Section 1**

### **KEY QUESTIONS AT THE HEART OF RELIGIOUS CONTROVERSY**

This section identifies some of the key questions that pupils need to engage with in preparation for understanding the complexity of religious and theological contentious issues.

- [Gateway](#) 1.1 Controversial and contentious issues - terms at the heart of REsilience
- [Gateway](#) 1.2 Key terms
- [Gateway](#) 1.4, 1.5 and 1.6 Why do people have different beliefs? Why do people have different interpretations of the same religion? Why are the consequences of faith not the same for all people who profess the same religion or tradition?
- [Gateway](#) 1.7 How do different traditions find answers to ultimate questions and ethical issues?
- [Gateway](#) 1.8 Shared values

## **Section 2**

### **TEACHING AND LEARNING ABOUT CONTENTIOUS ISSUES**

This section is about desirable attitudes and approaches for engaging with contentious religious and theological issues.

- [Gateway](#) 2.1/2.4 Demonstrating respect for cultures and religions; Adopting an impartial stance while teaching
- [Gateway](#) 2.2 Displaying sensitivity to the home backgrounds and the beliefs of pupils
- [Gateway](#) 2.3 Using display to reflect Britain's diverse society
- [Gateway](#) 2.5 Advantages and challenges of diversity within communities
- [Gateway](#) 2.6/2.9 Developing the skills necessary for discussion and balanced decision making; Managing discussion effectively
- [Gateway](#) 2.7/2.8 Encouraging pupils to express their own ideas and beliefs in a sensitive and respectful way, even when those ideas and beliefs are negative or controversial; Challenging prejudice, discrimination and stereotyping
- [Gateway](#) 2.10 Effective learning outside the classroom (LOtC) in RE
- [Gateway](#) 2.11 Equality, diversity and building resilience to extremism

- [Gateway](#) 2.12 Engaging appropriate speakers with different beliefs and religious perspectives
- [Gateway](#) 2.13 Internet sites which promote hatred or violence
- [Gateway](#) 2.14 Pupil voice

## Section 3

### MANAGEMENT ISSUES

This section is about the collective skills and understanding of all teachers of RE in the school.

- [Gateway](#) 3.1 Effective strategies for teaching contentious issues
- [Gateway](#) 3.2 Basing RE provision on a sound knowledge of religions and beliefs
- [Gateway](#) 3.3 Ensuring that RE provision is effective in promoting equality and social integration
- [Gateway](#) 3.4 Effective collaboration with parents/carers over the ethos of RE and the issues it raises
- [Gateway](#) 3.5 Handling complaints arising from RE lessons fairly and effectively
- [Gateway](#) 3.6 Linking with expert colleagues in the field of RE

## Section 4

### CURRICULUM ISSUES

This section looks at a selection of contentious issues that can provoke violent extremism.

- [Gateway](#) 4.1 Religious extremism
- [Gateway](#) 4.2 Terrorism claiming religious justification
- [Gateway](#) 4.3a Religion and conflict: Israel/Palestine
- [Gateway](#) 4.3b Religion and conflict: Northern Ireland
- [Gateway](#) 4.3c Religion and conflict: Partition and its aftermath
- [Gateway](#) 4.4 Hatred based on religion, ethnicity or 'race', especially when given a religious justification
- [Gateway](#) 4.5 Jihad
- [Gateway](#) 4.6 Religions and same-sex relationships
- [Gateway](#) 4.7 Identity, tradition and belonging
- [Gateway](#) 4.8 Understanding social, cultural and political aspects of religion
- [Gateway](#) 4.9 Violence against women, especially when given a religious justification
- [Gateway](#) 4.10 Islamism