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Theme

***Education in the United Kingdom:
The Significance of religious education in primary
schools' pupils***

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as a partial fulfillment of the requirements for the degree of *Master*
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Dedication

Praise belongs to Allah who granted me the will and the patience and help me to achieve this modest work.

I dedicate this work to the person who without her I would and can be nothing, to the source of tenderness Simply to the best mother

To the moon that enlightens my way, to the candle of my life, to my beloved father who helped me and guided me.

I would like to express my grateful feelings to my sisters: Houria , Rachida Abla, Noura, and Aicha. And to my brothers: Bachir, Bakar and Youcef

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- **LEAs** : Local Education Authorities .
- **RE** : Religious Education .
- **GCSE**: General Certificate of Secondary Education.
- **VTE**: Vocational Education Training.

Abstract

Abstract

This study examines the history of education in the United Kingdom and the changes that the British educational system has undergone throughout the course of its history especially the curriculum which is the basis of the educational system. The inclusion of religious education has shaped the main phase of this change and of course it has impacted the educational system in general and primary school pupils in specific. Firstly, the premise of this paper is to hover around the historical overview of religious education, how it evolved throughout time, how it changed, and how this change contributed in the reformation of the educational system. Secondly, this work deals with the educational system in general, school discrimination and how religion became a compulsory subject in primary schools. Thirdly, it displays the significance, the purposes and the role of religious education in primary schools. The findings indicate that the educational system after the inclusion of religious education has totally changed. It in fact resulted in school discrimination that is not convenient with the desire of different citizens in the United Kingdom. This study demonstrates that religious education has its benefits in achieving a good educational system at the same time it creates a kind of racism and discrimination.

Key Words: Education, Significance, Religious, Identity, United Kingdom, Pupils.

General Introduction

General Introduction

General Introduction:

The world is changing rapidly and the importance of education cannot be minimized because it concerned an essential way to develop the world in its various aspects, and to gain knowledge . Great Britain as other countries in the world gives importance to education in which it works to develop it educational system throughout time in order to achieve a high level of education. The inclusion of religious education as a mandatory subject of UK' primary schools was a part of this development, in which it ensures a plenty of school choices to student, at the same time it help on the development of individual, social and economic aspects.

Therefore the purpose of this work is to explore with the study to identifying the educational system in the United Kingdom, the significance behind the inclusion of religious education as a statutory subject in primary school curriculum, and the outcomes and the impacts of this decision.

To pursue this, the following research questions are put:

- 1--How important it is to include religious education in primary school?
- 2-What are the outcomes for adopting religious education in primary schools?
- 3- How should religious education syllabus be laid out for beginners in primary school learners?
- 4- Why are the young students more polarized to be taught religious subjects?
- 5 - What are the effects of school discrimination on the British society?

On the ground of the previous research questions, it was hypothesized that:

- 1- Religious education seeks to develop the student's religious identity.
- 2- Religious education involves implicitly religious practices and worship.

General Introduction

- 3- Compulsory subjects in primary school curriculum reinforce and enrich students' knowledge and encourage them to learn about other religious beliefs.
- 4- Religious education targets school pupils for their vulnerability and readiness to acquisition.

This work has been divided into three chapters: the first one is an overview of religious education and how it evolved throughout time. The second one hinges into the educational system of United Kingdom since 1988 and about the inclusion of religious education as main subject in primary schools. Finally, the last one explores the significance and the purposes of religious education in primary school curriculum and how it impacts on it.

The significance of my work is to present the benefits of education in general and religious education in specific in addition to giving an overview about discrimination of schools and its benefits to satisfy the desire of people according to their abilities, at the same time giving an idea about the bad effects of discrimination.

The limitations surrounding the conduct of this study were basically related to the lack of sources available locally.

Chapter One

Introduction:

Every developed nation depends on education and religion, which are considered as two main sources that each country uses to organize a society. Education is the acquisition of knowledge of information on a particular subject. It is a significance process which has a variety of objectives and purposeful activity effect on students and society. Religion is a particular system of faith and worship. Religion and education are two terms closely associated with each other's, both are spiritual tendencies. The combination of these two words gives us a very important and well known term differs from one society to another i.e. religious education. Religious education is a useful concept and a statutory subject in the United Kingdom that means teaching of a particular religion in school. This subject had been a topic big interest being a part of the school curriculum in the United Kingdom system after the passing of different educational acts and reports

Religion:

As a concept *religion* is derived from the word *Religio* which is defined according to Cicero as the *cultumdeorum*; which means the proper performance of rites in veneration of gods .Generally religion is any practice or belief that someone or some groups are seriously devoted to .It is considered as one of the strongest sources that control a particular society, and one of the oldest subjects in human history that is taught and discussed at many levels .According to *Lactantius*, a 6th century AD Christian writer and orator , the term religion is a multi-meaning concept derived from the word *religare* which means to bind again , reattach or bring back . The Christian theologian Augustine (354-430), described religion as the reattaching of the soul which has been separated from God.

More recently, the term religion comes to mean “to die up the matter, in other words ,*religio* derived from the term *rem ligare*

Previously, the word religion was absent from some religious sources such as the ancient sacred text as the Bible, Quran and others neither in the original

languages nor in the previous cultures. In brief words, the rise of the term religion took place probably in the 16th and 17th centuries.

This term has several of similar terms or synonyms in different cultures. The Greek word **Threskeia** which means worship sometimes translated to religion. The Arabic word **Din** is also considered as a synonym to the word religion in the modern translation but up to the mid -1600s the term Din is translated as law.

Another concept sometimes translated as religion is the Sanskrit word **dharma** which means law. In the same context, the word *dharma* has no exact similar meaning in Hebrew and Judaism. These religions in fact make no distinction between religion, national, racial and ethnic identities. (en. m Wikipedia.org/wiki/Religion)

Overwhelmingly, religion is set of morals and conviction and emotions, dogmas and practices that determine the link between human being and sacred or divinity followed, a given religion is determined by particular parts of society of believers, dogmas, hallowed books, worships, moral, prescription interdict organization. Most of religions have progressed beginning from a disclosing based on admiration history of a nation. (atheis.me.free.fr / religion / what -is -religion -1-htm)

Education: conceptual and definitional framework:

The word « Education » has not an exact or a particular meaning, and it is in fact difficult term to define it. Education in its broadest meaning is derived from the word *Educare* «*e-ducere* » which means to train or mould, it also means to bring up or to lead out or to draw out. It is derived also from the word « *Educatum* » which denote the act of teaching. It is relentless process of becoming, to the human being we educate and to the animal we train.

Scholars claim that education should encounter an exhaustive meaning .It can be defined as purposive ,conscious or unconscious ,psychological, sociological, scientific and philosophical procedure which ensure the progress and the individual and whole society in different aspects of life which achieves joy and prosperity. In the same context education simply means to disciplining or controlling the

behaviour of an individual or groups. In short, it is stabiliser of social order conservator of culture, an instrument of change and social reconstruction.(Kumar &Sajjad 1,2)

Narrow and Broader Meaning of Education:

Education in its narrow meaning means **school instruction** .This means that the education of child begins with his admission in school and ends with his departure from the university. If said differently, schools represent formal education as it imparts education directly and systematically. According to the author Seaforth Simpson Mackenzie, the narrow sense of education may be taken to mean any consciously directed effort to develop and cultivate our power". (Kumar and Sajjad 4)

Overwhelmingly, education is **the total development of the personality**. In this broad sense, it includes the person's experiences through his whole life, and how an individual develops himself in a free and uncontrolled way. In short it is a long life continuous process of growth environment, which is not limited to a particular period of life.Many scholars have tried to define Education, in which they stressing some of the important dimension of education. For example, Aristotle has been defined education as "**the creation of a healthy mind in a healthy body**". This means that education is the harmony and the coherence between physical health and their moral abilities in which the separation of those cannot achieve this concept. Similarly, Socrates believes that the aim of "**the aim of education is to dispel error and discover truth**". This means that education is the freedom from the wrong ideas and the breaking down of the mistakes and errors in addition to the exposition and to uncovering realities and differentiation between the right and wrong matters. For Dewey, Education is the process of remaking experience, giving it a more Socialized value through increased individual experience, by giving the individual better control over his own power. Not very different from Dewey's definition, Pestalozzi reports that "education means a natural, progressive, and systematic development of all the powers". Spencer believes that the aim of education is preparing us for the complete living .(Spencer in Cunningham 18); this means, that education is the

most effective way to achieve a perfect life and the well-being in life by getting a god job that ensure that. (Kumar and Sajjad , 5)

The relationship between Education and Religion:

Although teaching religion is avoided in some schools in the United kingdom, the term education and religion are associated and interrelated with each other because the inclusion of religion in school is essential to learning and it is an important factor in education for many reasons: It can adequately provide students with varietal connection to the world in addition to getting knowledge about different religions around the world. Another reason that made religion an essential part of the school curriculum is that it helps in reducing the amount of hate crimes and ensuring peace between persons or different ethnical groups.

Evolution of religious education in the UK

Great Britain as other countries in the world has an ancient religious background. In fact, big importance is given to study and teach religion and beliefs in schools. This means that religion is made part and parcel of the curriculum of the UK's educational system. This dates back to the appearance of Christianity. Religious education has a long historical background influenced by various educational acts and events. The legal requirements governing religious education set out in the Education Reform Act of 1988 and confirmed by the Education Acts of 1966 and 1998.

The Beginning of compulsory state education: The Elementary Education Act of 1870:

The Elementary Education Act of 1870 or Forster's Education Act as it known was an important point in the evolving of religious education in the school curriculum of UK's educational system. It was drafted by William Forster introduced on 17 February 1870 which is companied by the National Education

League. Since the Elementary Act established elementary education for all children aged 5 – 13, religious instruction was replaced by religious education and became an important element of school curriculum.(per far. eu / policies / elementary education -act -1870.)

The inclusion of religious education as the main subject in the curriculum made a provision for two different types of schools: voluntary and board school. The first one run by the denominational voluntary societies and could continue to provide denominational religious instructions. The second was non- denominational and open to all it could decide whether or not provide religious instructions. In addition to that the 1870 Education Act set up what came to be known as the dual system. (Geraint.,5)

The Curriculum:

Reading, writing, arithmetic and religious instruction which was consider integral not compulsory in the school curriculum were the main components of the curriculum in the 1870s in addition to other aspects such as drill and object lessons which are related to the study of artifact. Also Needlework and carpentry are extra works, the first was additional to girls and the second to girls.(Shaw; 3.)

Education From 1902-1923:

Another important point in the development of religious education in the UK's school curriculum is the passing of the period from 1902 to1923 which include three education acts: the first is the Fisher Act of 1918 which influence on the age of children in schools in which it raised from 12 to 14. Second were the Hadow Reports from 1923 to 1931 one of which recommended school transfer at 11, so creating the idea of primary schools, and before those was the appearance of the most effective act; the Butler education Act of 1944 which created Local Education Authorities

Education Act of 1902:

When we talk about the history of religious education in UK's school curriculum, we cannot ignore effective stage brought to parliament by a Conservative government and supported by the Church of England which is the 1902. Education Act, as it is also known the Balfour Act. This act contribute greatly in the evolving of religious education .It was an attempt to create a national educational system and transferred around 2214 of educational administration from the hand of broad school arranged to 333 Local Education Authorities.

The 1902 Education Act's main aim is to promote secondary school; provide technical school and to prepare a coherent system by the creation of national educational system and encourage the council to support and provide grammar school, whereas it junked the school board established by the 1870 Elementary Education school in the hands of local educational authorities, under the control of the country and council.(Almen and Christian ,8.)

1918 Education Act:

Herbert Fisher was an English historian and liberal politician promoted an important act that impacted on the evolving of education system and applied major changes in UK's schools. This education act was drawn up in 1918 and too his name from his editor in which it became called" Fisher Act ".The act applied in England and Wales and his main objective was to rise school living age to expand tertiary education.

In addition to the educational acts there were also some reports introduced to contribute in the changing of education from one stage to another .One of these reports was the passing of the Hadow Report that was produced by sir william Henry Hadow in 1923 . This report main aim is to differentiation of the curriculum for boys and girls. (www.perfar.eu/policies/education-act-1918)

Agreed Syllabus:

Cambridge shire's local education authority designed an agreed syllabus of religious instruction in consultation with religious denominations since 1924. This syllabus was quickly taken and adopted by different seven countries and the importance of religious instruction and school worship in all schools was widely recognized in which an agreed syllabus under the lights, Anglicans were wishing to move their schools to local authority control. This was a positive step, which contributed greatly towards the raising of standards in the subject.

The agreed syllabus as the name entails which was agreed by those related to education and had a specific local appeal, the equivalent religious view and the power of denominational allegiance changed locally agreed syllabus were able to reflect this. (Almen and Christian Oster, 15)

Post World War II: primary schools and three types of secondary school.

The post World War II is an interesting period that provides a lot of changes on the history of education in the United Kingdom.

1944 Education Act:

A very well-known landmark in the historical background of religious education was the passing of Education Act of 1944 or as it is also known as "Butler Act". This act made the teaching instruction as a mandatory subject in school curriculum according to daily worship and agreed syllabus which described as religious education. Education Act of 1944 was considered as the longest lasting educational system remained until the appearance of the 1988 Educational Reform Act that made a lot of changes in the structure and administration level.

This act made a change in the structure of the Educational System Act by the creation of three phases of education; primary school which polarizes pupils aged from 5 to 11 years, secondary school from 11 to 15 which is split into three type of

schools in which 20% of children are able to attend Grammar or Technical school, the Grammar schools pursued an academic curriculum and the Technical school pursued a technical curriculum related to industrial processes. Whereas the remaining 80% of children attend Secondary Modern School which was more slanted towards practical subjects. And the last phase of education is Further education which was later known as higher school. (Almen and Christian Oster 16.)

Church Schools:

This act also established two classes of Church schools: the first is Voluntary aided school where the Church had greater control and it provided a denominational religious instruction. Voluntary controlled schools were to give religious instruction according to the locally agreed syllabus. (Shaw,6)

Local Education Authorities:

The local education authorities by the passing of the Butler education act of 1944, became the responsible for taking many decision and changes in schools system .It made primary education and secondary education became free for all pupils up to the age of 15, it also guarantee enough provisions for the educational needs to each pupils in his geographical area , in which these LEAs offered through these provisions an effective education that contribute to ensure the spiritual, moral, mental and physical development of pupils. But the local education authorities were not responsible for more detailed curriculum. . (Shaw,4.)

Special Education Needs Provision:

Many provisions were given by the Educational Act of 1944, the first provision was related to the quality of education in which it was interested in the pupil's needs to change their schools by moving to private or independent schools if they are not able to study in mainstream school .At this time the kinds and levels of disability were named and this was the case until 1981, when it was agreed that these label were inappropriate.(Shaw. 4,5.)

The curriculum:

Teachers were given control over the curriculum in consultation with the governors, in addition to determining what should be taught and how to teach. Religious education and collective worship have to be taught in all schools. And therefore the national government had no control over the curriculum.

Other changes inaugurated by 1944 Education Act are:

- * Schools provided by the churches became known as voluntary schools.
- * Schools not provided by the churches became known as county school.
- * Religious education was made up of two component, collective worship and classroom instruction.
- * The dual system was strengthened.
- * church school within the dual system could choose either controlled or aided status. (Almen and , Christian .oster 16.)

Component of religious education:

According to Edgar Allemande Hans and Christian Oster , religious education within the dual system was seen as having two components: religious instruction and collective worship after the examining of the structure of 1944 Education Act and the analyzing of the debate in parliament. The section 25 supports the collective worship in schools in which the first paragraph of this section insists upon the beginning of the school day with collective worship.

The Act also headed religious education in county school and voluntary schools in which its second paragraph stipulates that religious instruction shall be given in every county school and every voluntary school. The remaining paragraphs dealt with matters related to the withdrawal of children's conscience or the provision of another kind of religious instruction during the period of withdrawal.

The section number 26 speaks about the relationship of county schools instruction and the agreed syllabus which shall not include any formulary which is distinctive of any religious denomination. (Almen and Christian Oster, 19)

1988 Education Reform Act:

Another important Act in the historical development of religious education is the 1988 Reform Education Act which was introduced by a conservative government, It was the last major reformation of the school system and the most important single piece of education legislation in England, Wales and Northern Ireland since the Education Act of 1944 and it had a big influence in teaching religious education in school. The most important change introduced by the reform act is a change made at the level of the administration in which the act tried to fulfill three main purposes: first the reform act tries to allow school to transfer from the administrative care of local education authorities to the administrative care of national government. Second is to impose a national curriculum on all the schools within the dual system. Finally is to strengthen the position of Christianity. (per far. eu / policies / elementary education -act -1870.)

Assessment:

Anciently the pupils development was evaluated by their teachers , but after the passing of the Reform Education Act students' assessment moved to the responsibility of this act in which it introduced mandatory national standard attainment tests (SATs) at 7, 11 and 11. Those tests were based on the 1988 Black Reports produced by the National curriculum Tasks Groups on Assessment and Testing (TGAT). The government can make direct comparisons between schools by publishing the results annually in league tables. (Shaw, 11.)

A National Curriculum:

Another important point was taken into consideration when the Education Reform Act of 1988 was introduced is the Basic Curriculum which should constitute of two main components: Religious Education and the National curriculum. The national curriculum contains of three main subjects known as core subjects. This includes the following: Mathematics, English, and science. and six additional subjects are history, geography, technology, music, art, and physical education. These subjects were called foundation subjects.

The National Curriculum main aim is to promote opportunities for all pupils to learn and achieve good education. It should also provide knowledge to the responsibilities and experiences to the pupil's life .Its aim too to elevate the spiritual, moral cultural, mental and physical development of children. (Almen and, Christian Oster 41)

Conclusion:

education is very important in each and every country, especially in United Kingdom, similarly is religion which has a special treatment, those two concepts are interrelated and cannot be separated. Parliamentary acts and reforms reinforced this relation by making religious education a part of the school curriculum. The educational acts were not just act to introduce changes, but they are efforts to full file a best curriculum to provide a well education and achieve a different aspects of development of persons and societies. The inclusion of religious education in the school curriculum also made a change on it in which religious education makes a distinctive contribution on the developing pupils' knowledge and understanding of religion, practices, worship, language, traditions, and culture. In short religious education has become an essential component of a broad and balanced education.

Chapter Two

Introduction:

The educational system of United Kingdom has been changing over time since 1988. This makes the British families have a lot of choices for suitable schools to their children to attend, these choices refer to their desire or leanings, to the future vision, and to their parent's financial abilities. The United Kingdom's schools are either state schools or private schools. Most of children between the age 5 and 16 must get a full time education. About 90% of school children attend state schools (public schools) which are funded by the British Government or by Local Education Authorities. Whereas about 7% of children who have the financial abilities choose to attend the Independent or private, such free schools charge fees tuitions to students' parent. Students who leave school in the age of 16 become attend vocational schools which ensure to them jobs and future employment. Primary school as first stage of the educational system knew a change on its curriculum in which religious education became a compulsory subject on it in order to achieve some goals and purposes in different aspect

The Educational system in the United Kingdom:

Basically, there are two different educational systems in the United Kingdom: one covering England, Wales and Northern Ireland and the other one covering Scotland. This educational system includes three main types of schools: state, private and vocational schools. tgacv.cz/aj/s_aj/esc/UK/uk-schools.htm

I.2.State Schools :

The educational system of State School has been divided into four main stages : pre-education and primary School , secondary education , further education ,and higher education. tgacv.cz/aj/s_aj/esc/UK/uk-schools.htm

Pre- School Education:

Pre –school education is provided by nursery schools, most of these schools are private nurseries organized by parent’s funding because of the lack of state nursery schools in Britain. Children start at 9 a.m., and finish at 3 p.m. They have their lunch at school and usually rest in the afternoon. These schools are generally preparative more than educative. They do not provide proper lessons. Children can play, paint ,dance, and sing as done by children outside.tgacv.cz/aj/s_aj/esc/UK/uk-schools.htm

Primary Education:

Primary education makes first years of formal structured education that occurs during childhood and provided by primary schools or elementary schools, The primary school day usually begins at 9:00 a.m. and end at 3:30 p.m. Compulsory education begins at 5 to 7. Children begin to attend this primary school which is consider as the first stage of formal education proceeded by the pre-school education and followed by secondary education.

This compulsory education is divided into two different stages: the infant school to the children at age 5 there are usually 35 pupils per class. This provides a preparative lesson such as painting, plays, musical activities, little reading and writing that help to develop their moral abilities and the creativity sides. This was under the censorship of teachers in addition to the help of the children's parent.

At the age 7 children move to junior schools that provide more systematic lessons such as mathematics, English, science, technology, geography and religious subjects, this is done through projects and topics. These lessons prepared and presented by the same teacher for one year whereas there is another teacher has theme once a week for music and physical training, but later the government change that and made specialist teacher in the junior school to each other subject matters.

[.tgacv.cz/aj/s_aj/esc/UK/uk-schools.htm](http://tgacv.cz/aj/s_aj/esc/UK/uk-schools.htm)

Secondary Education:

Secondary education is the period of education that follows directly after primary education and followed by tertiary or «post-secondary" education. When students finish their education in primary school, they transfer to secondary school at the age of 11, In England, public provision of secondary education in an area may consist of a combination of two types of schools in which about 90 % of pupils go to comprehensive school which is secondary state school offer a mainly academic education for 11 to 18 or 19 years age group on the basis of their abilities. About 4% of students at the age 11 attend Grammar school, and the remaining 6% of them attend Modern Secondary School provide education up to the age 16.

Further Education:

Further education is education that provide by universities and other institutions. The term Further education may be used in a general sense to cover all non-advanced courses taken after the period of compulsory education. Around 65 percent of students who finish their compulsory education in secondary school at 16 old, receive some forms of further education that provide two various classes comprehensive and Grammar school and by independent six-form colleges or tertiary colleges. Six-form colleges are schools provide academic and non-academic education beyond the GCSE (General Certificate of Secondary Education). tgacv.cz/aj/s_aj/esc/UK/uk-schools.htm

A National Curriculum for Primary and Secondary School:

A national curriculum has been prepared for primary and secondary education in state schools by the British government in order to raise educational standards and to fulfil the targeted competencies and objectives, and has given school education for 14-18 years old a more practical basis.

This curriculum divided the educational system into four stages: infant school from 5-7 ages, juniors from 7 to 11 years old, 11- 14 years old to the preparation of GCSE, and the preparation of GCSE to students from 14 to 16 years old.

Also the national curriculum defines ten subjects: English, Mathematics and Science are called core subjects. And other six subjects: information technology, history, geography, music, art, physical education and modern foreign languages are called foundation subjects. tgacv.cz/aj/s_aj/esc/UK/uk-schools.htm

Independent (Private) school:

The term public first adopted by Eton, historically refers to the school was open to the paying public. Children of the families, who have good financial abilities, attend the private schools or as it is also known independent school in which 7% of school children prefer to attend this school in order to achieve a high level of education. Around 550 independent schools for pupils aged 11 to 19 are commonly known as public schools it is non-governmental funded, this type of schools is financed by individuals and bodies other than the state and charge a high tuition fees of about 4,000.

The private school for younger pupils are mixed, but the majority of private and secondary schools are single-sex. Most schools require school uniforms. (tgacv.cz/aj/s_aj/esc/UK/uk-schools.htm)

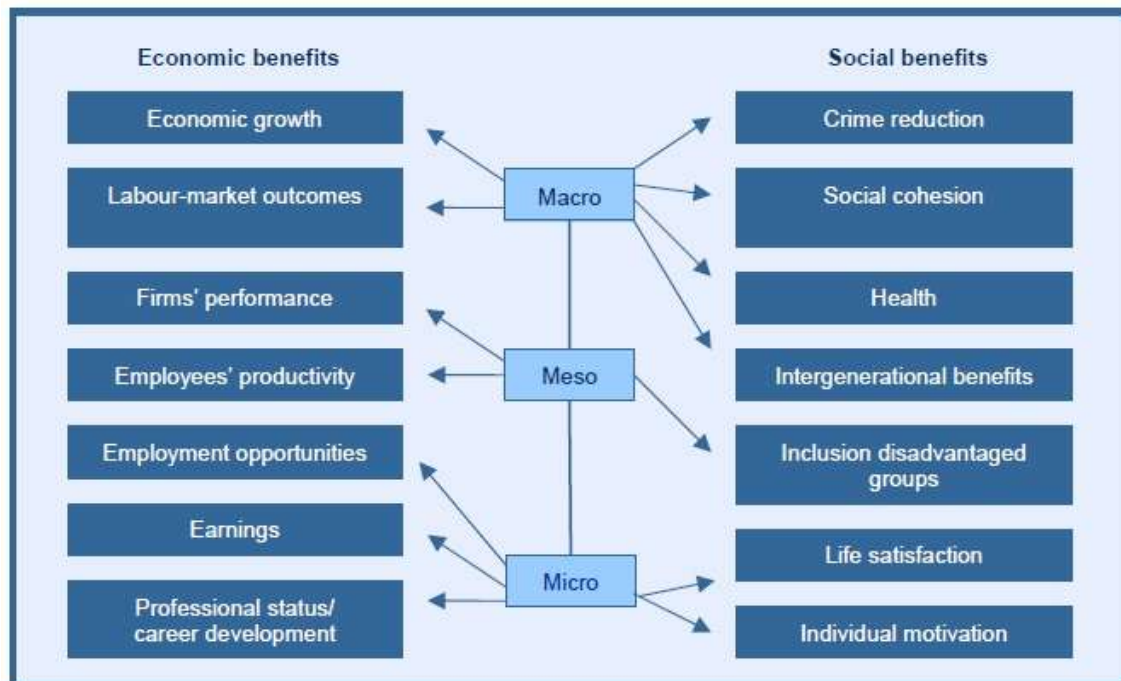
The Vocational School:

Another type of school prepared for children in the United Kingdom, a kind of Trainingschool is the vocational school or as it is also known trade schools. This school is a choice to student who abandon studying at the age 16 in which this schools provide jobs and ensure a safety future to them in addition to the training and educated side. The vocational school provide practical training with few unrelated academic course requirement, around ten weeks or less to long-term programs of up two years in length . This kind of schools related to a particular industry job. The United Kingdom's vocational system is consider a complex one and has changed over time.

The Main Aims of Vocational School:

Vocational education is another choice for the British students in which it has two main categories can be identified: economic benefits and social benefits, in which both of them can be analyzed on three different levels: the Micro level for individuals, the Meso level for groups and the Macro level which present benefits for the whole society as it is introduced in the figure bellow:

Figure 1: Types of Vocational Education Training benefits:



(Christian and RilHimaki,7)

As the previous figure represent, the vocational education as other kind of schools in the United Kingdom has a social benefits more than the economic ones, but both of them are interrelated with each other. These Social benefits of these vocational schools can be either on the individual side by ensuring some personal benefits such as ensuring the students' future, health the educative and cultural side. This individual advantages lead to social benefits such as crime reduction, social cohesion and life stratification.

The VET also give importance to the development of the economic side in which it main goal is to ensure vocation and personal earning to their students as individual obtained and economic growth and labour-markets outcomes as national benefits.(Christian and RilHimaki,7)

The inclusion of religious education in primary schools:

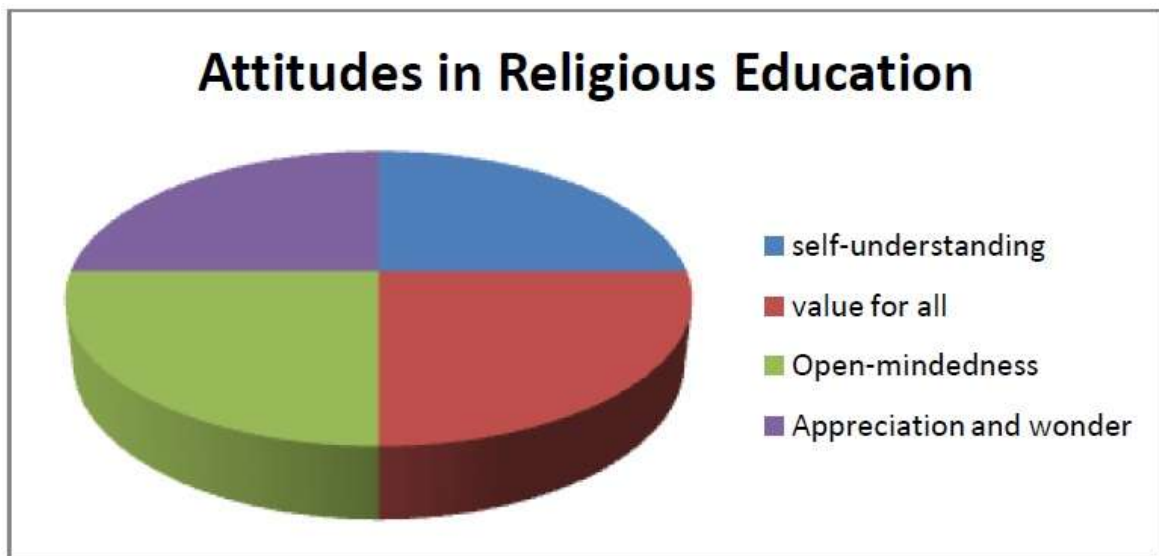
The basics of education is not to learn from the scientific, social or literature and art side or to became professional and to gain vocations, but also it is made up on the religious side and to make sure that children learn some clear sense of moral and spiritual development along with their moral education. This allowed by participating Christianity as a belief or any other religious educational subjects.

Primary Schools as a main and basic stage in the UK educational system consider a more polarized part to teach religious education. Religious education in the primary schools can be defined as being about developing children's awareness and understanding of a particular religion and beliefs. This should help children to make a clear meaning of the human being and their position in the universal and their relation to the world around them in addition to the well thinking about the universal human question.

on the other hand the inclusion or religious education as a basic part in the primary schools curriculum help the young children to shape their stances and values in addition to the assimilating of the meanings of death and life, and the everyday religious acts such as prayer and worship.

Attitudes in Religious Education:

The acquisition of Knowledge and getting understanding from religious education in schools is very important to the national framework of religious education. It is also an essential that religious education supports students to their learning, beliefs and values of others.



(Abumere,75)

The previous figure represents the main four attitudes that are the most important and fundamental to provide a high level and good quality of learning in religious education and should be developed in each stage on it. These four attitudes are as follows:

Self- awareness:

Self understanding or self awareness as it is also known includes:

- Experience feeling confident about their own beliefs and identity and sharing them with no fear of ridicule abasement or embarrassment.
- Developing a conceivable and positive meaning of their own beliefs and religious , moral and spiritual ideas.

- Recognizing their own uniqueness as human being and affirming their self – confidence.
- Becoming increasingly sensitive to the influence of their ideas and behaviours on other people.(Abumere, 74)

Value of all in religious education includes:

- Developing skills of listening and a excitement to learn from other differ from their own.
- Being ready to value differences and diversity of the common god.
- Preparation to recognize and acknowledge their own bias.
- Being sensitive to the thoughts and ideas of others.(Abumere,75)

Open-mindedness in religious education includes pupils:

- Being willing to learn and getting more knowledge, and to gain understanding.
- The ability to make acompare between opinions, viewpoints and beliefs in relation to the matters of faith and conviction.
- Having the desire to go beyond surface impression, and disagreeing about religious, moral and spiritual questions. (Abumere,75)

Appreciation and wonder in religious education includes students:

- Developing the children's imagination and curiosity.
- Evolving the ability to understand and getting knowledge about the purposes and meanings.
- recognizing that knowledge is bounded by mystery..(Abumere, 75.)

Christianity:

Christianity is a main religion that adopted by the majority of people in the

United Kingdom. This word has its concept from the Greek word **Khristos** which literally means theism religion that is based on the existence and teaching of Jesus Christ of Nazareth as illustrated in the New Testament.

Most part of Europe has been Christianized during the Middle Ages, and in the In the early twenty-first century, Christianity recorded an estimate that ranged between 1.5 billion and 2.2 billion believers. Christianity symbolizes about a quarter to a third of the world's population and is the world's largest religion. (.Abumere, 75)

Christian Education:

Christianity does not remains just a belief of worship but also became an obligatory subject included in the United Kingdom's school curriculum in which it formed the sense of Christian education. This Concept sees education as both an official institutionalized process in schools, colleges and universities. Workplaces and faith communities and as unofficial development of nurture and development in Homes and communities through the media and critical manifestation on lived experience.

According to Creed, 2007 Christian education is complex and profound Its meaning is defined as learning about Christianity for Christians and non Christians to be aware about Christianity as a religion in the world and what is it, how it is raised and evolved throughout time and what are its impacts and purposes. (Abumere, 78)

" Christian education is definitely an education about Christianity. As far as this is one of the basics referred to above within education into Christianity such a vision could be seen as a narrower account of Christian education. However, it is not restricted to that, for education about Christianity is significant for non- Christians too in helping them to be aware of what Christianity is, how it has arisen and grow in history, and what its impact is on the humanity, communities and individuals. It can be seen then, that Christian education is a profound and complex term, where its different meanings and prominence extend beyond with each other. However, they are all grounded in a fundamental Christian theology, which interprets human life and Endeavour within the reality of God. In this common sense, all Christian education is potentially transformative of human life for it involves some kind of encounter with God either directly or indirectly through His creation. Comparable claims might be made by other religions for education". (Creed, 2007) (Abumere, 79)

The use of the Bible in Christian Education:

The Bible refers to one of two directly linked religious texts vital to Judaism and Christianity the Hebrew or Christian Holy Scriptures respectively. It is not just one book like most assumed, but it is a collection of 66 separate books written over about 1,600 years by at least 44 different authors. The Old Testament contains 39 books written from roughly 1500 to 400 BC, and the New Testament contains 27 books written from around 40 to 90 AD. The ancient Testament was written in Hebrew, while the new one was written in common Greek.

According to a famous pioneer educationalist, the study of Christianity is centred in the use of the Bible in which the use of the holy Bible as source to educate Christian children consider an interest matter and a serious aspect of early education. This is not just because the bible education is designed for only children who are valued in encouraging their spiritual well-being, but because they are after all also very important as moral instructions.(Abumere,83)

Bible Courses:

The significance and the interest of the bible as sacred writing of the Christian religion is ignored and gave not interest or pay attention by learners in schools that oblige students to study Shakespeare's play at some points, although the bible importance is more than all of Shakespeare's plays together and the most influential in the world (Abumere, 83)

Bible courses may take a different structure: (Abumere, 83)

The Bible as Literature:

Bible courses may take a form of a literature works of narrative, stories and poetry exploring its language, symbolism and image.

The Bible in Literature:

Learners might learn the ways in which afterward writers have used Biblical stories, language, symbols, ornamentation and archetypes.

The Bible as a History:

Learners might study the Bible for the light it throws on antique history. The holy history originated in the Bible is quite different from the secular history of academic historians. What we can learn about history from the Bible depends on how we translate it and the criterion we use to assess the soundness of historical claims both matters of substantial argument.

The Bible in History:

Learners' have abilities to learn how different religious ethnicity has understood the Bible, and how it has prejudiced the social and cultural institutions faith and values.

The Bible as Scripture:

Learners may deem the fundamental religious claims made in the Bible, how a variety of religious customs have interpreted those claims, and how those claims have inclined our history and culture. Of course, to learn the Bible as Scripture, as we suggest it, is not a subject of reading it devotionally, but learning about how the Bible has been understood as Scripture within a variety of different society. (Abumere, 84)

School Discrimination in the United Kingdom:

United Kingdom consider a multi-religious, multi-cultural and multi ethnicity country, this create a diversity and discrimination between people from different religions in general and from the young pupils in schools in specific in which the British families became choose their children' schools according to the faith and religion they belong to.

Before the 1870 education act, the majority of educational provision that existed was provided by church schools, some Roman Catholic, some non-conformist and the majority Anglican. But by introducing the Elementary education Act, the government choose to provide an elementary education for all.(www.natfhe.org.uk)

Today the Vast majority of voluntary primary schools are Anglican, while just over half of the voluntary secondary schools are Catholic schools. In Wales for example about 10 % of voluntary schools are Anglican and other 5% are Catholic. Northern Ireland also has this kind of school discrimination where the majority of either controlled or maintained schools in Northern Ireland are weather protestant are Catholic schools. Moreover, the high levels of education in United Kingdom have chosen by discriminative standards. A lot of higher education which were formerly teacher training colleges is Church foundation whereas No state-funded further education colleges have a religious foundation.(www.natfhe.org.uk)

Conclusion:

To conclude, there are many areas where the concepts of religion or beliefs are closely interrelated. This appears in the changes and the evolution that made in the educational system of the United Kingdom, in which the inclusion of religion as a compulsory subject to study led to the multifariousness of schools to the British citizen, and help students to choose the suitable schools they want to attend. At the same time it lead to the creation of discrimination and racism between people, the matter that may be disfavoured to the persons and high authorities in which it has disadvantages as it has a benefits

Chapter Three

Introduction:

In Great Britain, religious education is a mandatory subject in the educational system. Primary schools are obliged to educate students on a religious studies curriculum according to the local and national standards guide lines, it is also an obligation in state financed schools. The Inclusion of religious education in the United Kingdom schools in general and in primary schools in specific was not a random matter, but it was a decision introduced on the ground of goals and purposes to achieve a high level of education and to fulfil some objectives that may lead to some positive changes and results in the personal and social side.(Abumere,75)

The Significance of Religious Education:

The inclusion of religious education in the primary school curriculum is not random but it targets some goals, and purposes if we know its importance and its significance in the British society Understanding Christianity is highly related to the study of religion as a module in schools, not only Christianity, but also other religions, cultures and beliefs. Religious tradition such as Christianity involves religious practices such as praying, gathering, taking care of the fellow men, dealing with life and death, or the interpretation of religious stories. (Abumere,75)

The Bible is the reliable device in the British spiritual studies about God; this practices show that reality that surrounds us is related to the transcendent reality of God. Here religious people use concepts like God, creation, nature, redemption, or eternity, and strategies as interpretation, symbolisation or imagination. From this perspective, development in religious education refers to involvement in religious practices in a more capable manner.(Abumere, 75)

II. The outcomes of teaching Religious Education:

Religious education does not ensure just the educational side or helps in the acquisition of knowledge and in developing British citizens 'skills, but it also has

an essential role in the personal, moral, cultural, and spiritual development of the child especially in the primary school which is considered as a sensitive stage in acquiring and adopting things. (Non-Statutory Guidance Materials, Religious14)

The development of these skills, capacities, attitudes, and disposition during studying religious education, do not affect just on the individual side, but it also has an impact on society in general and on the developing contributors to the economic and environmental aspect. (Non-Statutory Guidance Materials, 14)

Developing Individuals:

As it is mentioned before, the most important thing obtained by the inclusion of religious education in schools 'curriculum is the fulfilment of children' personality in general and growing their religious instruction in specific, and also for the individual's well-being by living successful lives. The individual personal development is closely associated with some other elements as: the personal understanding, mutual understanding personal health, moral character and spiritual awareness:(Non-Statutory Guidance Materials,14)

Personal Understanding:

This key element of the curriculum is formed by the centrality of self-awareness and emotional literacy to the growth of personal self- confidence and self esteem and ultimately, to an individual's motivation and the capacity to learn, gain knowledge and acquire skills. Another impact of religious education is to contribute to the development and help students to recognize their own uniqueness as human being and discovering their self-worth and value. In addition to that giving them the feeling of confidence about their own beliefs and opinions and sharing with them without fear of diffidence, embarrassment or ridicules. Moreover, religious education can develop a realistic and positive meaning of their own religion and worship (Non-Statutory Guidance Materials, 14)

2. Mutual understanding:

Religious education plays an important role in achieving a mutual understanding by adopting and accepting other's ideas, thoughts, points of view and even beliefs and religion too. This can be drawn from the relationship between members at home, at school or in wider society. Some of the results of mutual understanding is the development of relationships in which learning religious education leads to the meeting and encountering of people whose beliefs, views and life style are totally different from their own, and is fulfilling a social cohesion; at the same time the ability to impact on other's ideas and behaviours.

Another important thing achieved by religious education is the enabling of student to know differences between people and learn about the diversity, religious and ethnic groups at the same time respecting these differences and challenging and fighting sectarianism discrimination and racism. (Non-Statutory Guidance Materials,15)

3. Personal Health:

Another interesting element in teaching religious education in primary school is generally fulfilling well-being, health of families and society and the personal health in specific. It can help in promoting personal health through enabling pupils to give value to the dignity and worth of their own and for others and appreciating the diversity of humanity. It also considers religious teaching and beliefs use and misuse, food and drink and leisure. Finally it achieves the awareness of their own personal safety and also the necessity of being aware of their physical, social and mental well-being and that of others. (Non-Statutory Guidance Materials,16)

Moral Character:

The benefits of studying religious education does not touch just the physical side of the social side, but it also has influence on the morality of young children as a sensitive body in society the space where child develops his own personality and moral growth from different sides. First, religion enables children to make a distinction between right and wrong matters based on a consideration of religious teachings, including the teaching of Jesus from the New Testament. Secondly learning some values found in the Bible such as truth, justice, trust, peace, love,

mercy and forgiveness develop children's moral life. Third, children can explore the impact of family, friends and media on moral choices and assimilating and understanding of the importance of personal integrity. Finally, religious education can develop tolerance and mutual respect across religious and racial divides. (Non-Statutory Guidance Materials,17)

Spiritual understanding:

In addition to the previous benefits and outcomes obtained by teaching religious education as compulsory subject in primary school, the spiritual understanding aspect is also achieved by it. For example, religious education enables children to learn about the basics of worship such as prayer and greatness of God that make people grateful and thankful to god. In the same vein, religion, develops children's curiosity and questioning so that their own views on and ideas about religious and spiritual issues can be developed within a secure environment where faith is valued. And also develops a sense of personal significance and belonging. (Religious Education in primary School, 18)

Developing Contributors to Society:

Religious education does not affect just on the individual life and personal development, it also contributes to the social evolvement which is closely intertwined with the personal lives. Religious study makes children and young people concerned for the well-being of others as well as themselves in their own society. This element is associated with developing children's sense of belonging as positive contributors to society including: citizenship, cultural understanding, media and ethical awareness.

Beginning with Citizenship as a key element promoted by religious education, we find that teaching religion in primary school helps in fostering social cohesion and in encouraging good relationships at the same time respect the diversity of human beings. On the other hand, religious education enables students to explore the rights, responsibilities and duties of citizens locally, nationally and

globally. It also gives them arguments to justify and defend orally and in writing personal opinions about themselves such as homeless, unemployment wealth, poverty and to voice their question and hopes.

Moving to the cultural understanding as another basic element promoted by studying religious education, it is noticed that it helps in children to know about their local culture and encourages them to learn and search about other cultures and traditions. It enables students to understand Christianity as a worldwide multicultural faith that has an impact on the lives of millions of people.(Non-StatutoryGuidance Materials , ,20 , 21,22)

Finally, media and ethical awareness are two main subjects associated with the social development. Religious education can play an important role in the development of media awareness by enabling pupils to explore the influence of the media on moral choices and reflect on how contemporary media conveys the place of religion in the world. Whereas, the ethical awareness can be promoted through studying a range of ethical issues, including those that focus on the sanctity of life and human rights to promote religious respect and personal integrity. (Non-StatutoryGuidance Materials , 21,22,)

Economy and Environment:

The economic side too cannot be ignored as a main factor that is highly impacted by of teaching and learning religious education in UK' primary schools, this by achieving some necessary elements associated with developing young people personality as positive contributors to the economy and environment including: employability, economic awareness and sustainable development .

At first, religious education has an influence on employability by giving pupils the ability to be aware of how beliefs, attitudes and life styles are related to economic well-being and developing the awareness of the personal attributes that many employers look for, in addition to the well preparation for the world of work

by learning about the nature of the contract and the characteristics of trust worthiness, imagination or empathy.

secondly, teachers can assist the development of children' economic awareness by investigating how some faith matters impact on some issues such as wealth, poverty, business, and investment . Religious education also develops students' knowledge and understanding of religious rules on finance matters relating to issues such as charity. Finally, religious education can promote sustainable development through teachers' contribution to help their students to develop a sense of conscience and consider spiritual issues such as the worth of all living species: human being, plants and animals, at the same time developing their instruction about environment phenomena and climate changes (Non-Statutory Guidance Materials,23,26)

The Effect of Religious Education on primary Schools' pupil Identity:

Currently, religious education at primary schools in Western Europe has evolved into a subject that seeks to support students to develop their religious identity. From a socio-cultural perspective, religious education aims to support students to develop their religious identity by giving them the opportunity to Participate in religious practices.

Personal identity formation is stimulated by learning religious education in which it should includes fostering the pupil's critical evaluative attitude. This is not the acceptance of or full identification with, the view of the teachers, but the growth of the potentiality for an active and critical reconstruction of different and differing perspectives (ideals, norms, values, knowledge, narratives). These practices and processes in school may result in the growing capacity of the pupils to integrate these perspectives into their own personality in order to allow the possibility of reconstruction of the self.

It also plays a significance role in shaping the faith identity of children and engaging them in religious activities and worship at the same time; it enables

them to have the right to choose a particular religion or belief to belong to according to their parent belonging or by their own choice or inclination.

The development of identity is generally associated with three main categories that change in child's life throughout time are: intellectual, emotional and religion development. (Non-Statutory Guidance Materials ,20)

Intellectual development:

At first, childhood or adolescence is the main stage of the personal development or creativity, it is the beginning of having the ability to move from one stage to another, from concrete to abstract, and to hypothetical thinking and become an intellectual person who sees things in different ways. So religious education helps the child to enrich his knowledge and instruction about new things specially different religions, beliefs or cultures, at the same time it seeks to formulate a new interpretation of reality. (HAE Newton,50)

Emotional Development:

Emotional development as a second element associated with identity which can be achieved with learning religious education is another aspect of the child's growth. This means that the development and the acquisition of identity is by moving from one to another age stage. For example as the German -American developmental psychologist Erikson showed that adolescence is a time when identity phases of childhood are re- incorporated into new identity, here a child is obtaining new emotions and feelings and sees things in different ways. (HAENewton,,50)

Religious Development:

Because childhood is a basic stage of identity development in specific and personality in general, it is considered as the main stage that makes pupils more polarized to be taught things generally and religious education specifically and acquiring a religious identity. According to Dr. Mol sociologist and Professor

Emeritus in Religious Studies religious sanctify childhood and also adulthood identities in which this sacralisation gives more power and makes childhood more strong and difficult to break down. There are indeed several ways in which religious education has attempted to deal with the transition from childhood to adulthood in order to make the transition less difficult. (HAE Newton, ,51)

Causes of polarizing young children to be taught religious education:

The human brain has a phenomenal capacity to learn and acquire things, and young children particularly are sensitive parts in society that is why they are considered as the most polarized elements in society, They consequently supposed to be taught and acquire many things because they are considered as a blank space. Young children see and believe whatever they hear or read in books, magazines or what they are learning in schools or in their homes and by their community background, it is easy for them to acquire and adopt new things and scientific cultural or religious knowledge.

The early years of a child's life are the basic stage that includes the physical, intellectual, emotional and social development. Children develop spiritually in a rapid way. During these years, they should have an experience and build their religious background to which they belong and obtain spiritual values. Another reason behind polarizing young children to be taught religious education is the necessity to learn religious words and practices accurately for example: God, Bible, Church and prayer. (Non-Statutory Guidance Materials, 20.)

The Outcomes of school discrimination in UK:

As it was mentioned before, Great Britain has a strong educational system with a vast number of different kinds of schools whether schools which are funded by a government, private schools funded by individuals or either various faith schools or schools with no religious character. This discrimination of schools is either by religious background or on the basis of race and social class.

This schools' discrimination of course has a lot of benefits for the pupils as individuals and to society in general. Beginning with how this discrimination contributes. It is found that a multifariousness of schools helps in satisfying the desire of pupils and their families as responsible of choosing the suitable school to their children from different social classes or from various religions or ethnical groups, because it is well known that the United Kingdom is a multi- religious society and a kingdom is highly class stratified society as the most important reason. So this discrimination contributes to ensure education to the poor children as well as the wealthy pupils. Secondly, it provides different kinds of schools that help each student to learn and acquire religious background of the religion he belongs to. Moreover, school discrimination gives children the ability to choose a particular school to ensure a sense of freedom.

In spite of the positive contributions of religious education as stated before, we cannot ignore that school discrimination affects negatively and has a lot of disadvantages and inconvenient. First of all, it creates a kind of discrimination and racism in the British society and breaks down the ties between citizens of different racial and ethnic background. This kind racism of course leads to sectarianism, racial stereotyping and the lack of social cohesion within persons in the same society. (Thomson,82,83)

Conclusion:

After a huge change met on the whole educational system of the United Kingdom, as an example of this change indeed was on the ground of goals and aims to develop education in general and primary school as a basic stage to achieve this development. So a lot of objectives and benefits are achieved by the inclusion of religious education which considers a vast change in primary school curriculum. These were developments on the personal side in which religious courses help in the building and developing child's identity, and his intellectual, emotional, spiritual and religious development. This individual development helps in achieving social cohesion in which child considers an important element in integration of society. Religious education is considered as a part of school discrimination in the United Kingdom in which Great Britain contains a lot of faith schools with various religions or beliefs. This led to a huge impact in the UK educational system.

General Conclusion

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General Conclusion:

To conclude, after a long history of the educational system, it is still know a change and development throughout time to fulfil a high level of education and good results. From a lot of changes that happened at the level of the of the curriculum of the UK education system, religious education consider as the most important change that fulfil the most important goals and purposes in which its objectives was not just a didactic but it also an educative and circle around educative aspects such achieving religious background, developing their identity and the intellectual development.

Religious education as a basic subject in the school curriculum also is an effective part on shaping school discrimination in the British schools in which the multifariousness of religions create a multi- faith schools selected by different pupils according to their religious character and beliefs they belong to.

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