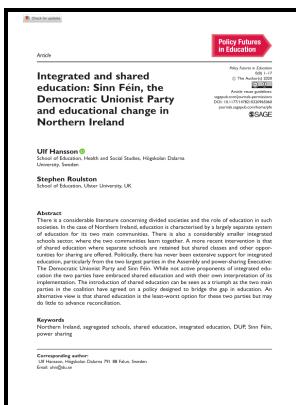


Religious attitudes in an integrated primary school - a Northern Ireland case-study

CEM - Integrated schools in Northern Ireland: education for peace and reconciliation.



Description: -

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Notes: Photocopy of British journal of religious education, vol. 5, no.

1, (1982), pp.28-32.

This edition was published in 1982



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Tags: #NSS #calls #for #school #integration #in #NI #amid #religious #polarisation

Loving dangerously

She completed her BA in 2012 and her MA in 2013. Integrated schools in Northern Ireland: education for peace and reconciliation.

Why religious education has an important role to play in our society

This established a dull routine and turned the school inspector into an adversary to be outsmarted. Those internal maps may also have to be redrawn.

Why religious education has an important role to play in our society

The most contentious are in north Belfast where a patchwork of small orange and green areas are rammed up against each other, and it is here in places like Ardoyne that the divisions prove most combustible in the marching season.

How religion made its way into primary school system

For the principle that all schools remained open to children of all denominations survived, as did the principle that no children could be required to attend denominational religious instruction. He is the editor with Patricia Kieran of Toward Mutual Ground: Plurality, Religious Education and Diversity in Irish Schools Dublin: Columba, 2013. The Roman Catholic case for retaining their schools rests on a conviction that they provide a religio-moral ethos which is integral to Catholic education.

Integrated Education, Intergroup Relations, and Political Identities in Northern Ireland on JSTOR

Indeed the question of teacher exchange at primary level, if only on a limited scale, is also a matter for consideration.

Education

However, in the more illuminative approach adopted in the Triangle report the terms became almost impossibly cumbersome and confusing. The churches in Ireland undoubtedly have a valid historical and contemporary interest in schools and in religious education, but this should be seen as a responsibility rather than a right. The results of our investigation lend support to the dualistic view that both religion and ethno-nationalism are the key determinants in explaining attitudes towards amnesty.

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