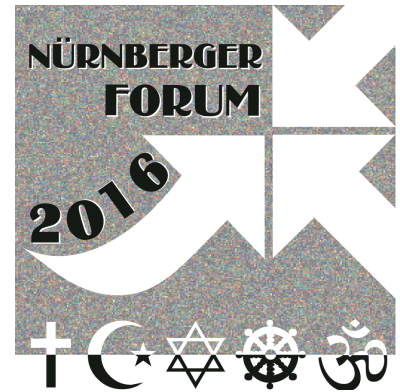


Bernd Schröder

**Public Religious Pedagogy and Interreligious Learning**



**ABSTRACT**

Following some preliminary remarks on how and to what extent Religious Pedagogy (as done in the German context) has to do with public affairs my paper in the main focusses on three questions:

Firstly, does it make sense to introduce distinctive religious and theological perspectives into Religious Education at public schools (or should we prefer to inform pupils about a range of religions and worldviews)?

Secondly, if we answer yes to this question, how can Interreligious Learning take place in public Religious Education – dealing with a heterogeneous range of pupils with either strong beliefs (based in different faith traditions), a sense of indifference or even a large portion of scepticism facing religious interpretations?

Thirdly, how should teachers in RE be educated to adequately face the challenges coming along with religious plurality in the classroom, vivid interreligious encounter and controversial discussion on religious truth-claims?

The background against which I would like to answer these questions is a twofold one: the German system of RE based on Art. 7.3 basic law which is to be further developed facing a plural and mostly secular society on the one hand and the basic assumption that religions will remain being important “options” (Charles Taylor) of interpreting “modern” ways of life.