

Relationship Between Religion And Education

Science and Religion in Education Berry Billingsley 2019-11-06 This book brings together the latest research in education in relation to science and religion. Leading international scholars and practitioners provide vital insights into the underlying debates and present a range of practical approaches for teaching. Key themes include the origin of the universe, the theory of evolution, the nature of the human person, the nature of science and Artificial Intelligence. These are explored in a range of international contexts. The book provides a valuable resource for teachers, students and researchers in the fields of education, science, religious education and the growing specialist field of science and religion. Science and Religion in Education is a compelling read for current and future generations of academic researchers and teachers who wish to explore the fascinating intersect between science education and religious studies. The research findings and insights presented by these international scholars offer new dimensions on contemporary practice. - Vaile Dawson, Professor of Science Education, University of Western Australia Science and Religion in Education offers a fascinating and diverse collection of chapters surveying the current state of thinking about how science and religion can be understood in education. The book offers a wealth of thought-provoking material for anyone interested in the natures of science and religion, their relationship(s), or their representation within the curriculum. - Professor Keith Taber, University of Cambridge Science education and religious education are uncomfortable bedfellows. This book, written in part as a response to the – perhaps too clear – accounts of Ian Barbour, provides suitably nuanced pictures of how science and religion are dealt with in schools. Whatever the views of specialists, young people ‘receive’ an education in both science and religion: hearing their voices is refreshing in such a serious academic account. - Julian Stern, Professor of Education and Religion, York St John University Humans have long endeavored to make sense of the world often using science and religion. Yet, these two great traditions are frequently seen as incompatible. This useful volume features thoughtful contributions from experts whose work straddles the divide and provides educators with arguments, engaging strategies and historical perspectives to help build a bridge and allow a fruitful discussion in schools. - William F. McComas, Distinguished Professor of Science Education, University of Arkansas Equal parts critical examination of existing models for the relationship between science and religion, scholarly exposition of newer models, and insights toward practical application in classrooms, this book is an invaluable resource for science and religion educators. If you have been thinking it is time we looked beyond Barbour’s taxonomy, you will want to read this book. If you have not, I implore you to read this book. - Jason Wiles, Associate Professor of Biology and Science Education, Syracuse University

Religious Education and the Anglo-World Stephen Jackson 2020-03-31 Focusing on Australia, Canada, and New Zealand, Religious Education and the Anglo-World examines the relationship between empire and religious education. Demonstrating close historical connections between case studies, the work calls for a transnational approach to the study of religious education.

International Handbook of the Religious, Moral and Spiritual Dimensions in Education Marian de Souza 2007-06-04 In today’s pluralistic world, many cultures feel a shift in the relationship of people with religious traditions. A corresponding movement is a resurgence of interest in human spirituality. This Handbook presents the views of education scholars who engage these concepts every day, in a collection of essays reflecting the international state of the discipline. Out of these rises a vision for the emergence of a just and peaceful world.

Religious Education and Critical Realism Andrew Wright 2015-11-19 Religious Education and Critical Realism: Knowledge, Reality and Religious Literacy seeks to bring the enterprise of religious education in schools, colleges and universities into conversation with the philosophy of Critical Realism. This book addresses the problem, not of the substance of our primal beliefs about the ultimate nature of reality and our place in the ultimate

order-of-things, but of the process through which we might attend to questions of substance in more attentive, reasonable, responsible and intelligent ways. This book unpacks the impact of modern and post-modern thought on key topics whilst also generating a new critically realistic vision. Offering an account of the relationship between Religious Education and Critical Realism, this book is essential reading for students, scholars and practitioners interested in philosophy, theology and education.

Christian Faith, Formation and Education Ros Stuart-Buttle 2017-11-13 This book discusses the relationship between faith, formation and education. Rooted in a variety of discourses, the book offers original insights into the education and formation of the human person, both theoretical and practical. Issues are considered within a context of contemporary tensions generated by an increasingly pluralist society with antipathy to religious faith, and debated from interdenominational Christian perspectives. Including chapters by an international team of experts, the volume demonstrates how Christian faith holds significance for educational practice and human development. It argues against the common assumption that there can be a neutral approach to education, whilst at the same time advocating a critical dimension to faith education. It brings fresh thinking about faith and formation, which demands attention given the fast-changing political, educational and socio-cultural forces of today. It will appeal to students and researchers involved in Christian educational practice.

Religion and Education: Framing and Mapping a Field Stephen G. Parker 2019-08-26 This first issue of the Brill Research Perspectives in Religion and Education makes the case for 'religion and education' as a distinct but cross-disciplinary field of inquiry. Authors argue for and outline the particular insights to be gleaned about 'religion and education' on the basis of their commitment to particular methodologies involved in its study, namely the historical, philosophical, sociological and psychological.

Special Religious Education in Australia and its Value to Contemporary Society Zehavit Gross 2021-02-22 This book explores the advantages of and challenges concerning Special Religious Education (SRE) in multicultural Australia and argues for the need for General Religious Education (GRE) as well. Through the lens of the most recent scholarship, and drawing on an in-depth qualitative study and specific case studies, the book examines the current debate on the role of religious education within government schools. It addresses key concepts of values education, spirituality, health and wellbeing, and cultural and religious identity. It analyses why it is important to retain SRE, together with GRE, as government policy. It explores highly relevant, controversial and contested issues regarding SRE, including the 30% of Australia's population who declare themselves as having "no religion", and brings fresh insights to the table. While secularization has increased in both the national and international spheres, there has also been an increase in fundamentalism within religious beliefs. Events such as the September 11 terror attacks and the more recent mass shootings by white supremacists and eco-fascists in Christchurch, New Zealand, and Pittsburgh and San Diego in the USA are reminders that religion is still a major actor in the twenty-first century. This poses new challenges for the relationship between church and state, and demonstrates the need to revisit the role of religious education within government schools. While the importance of GRE is generally acknowledged, SRE has increasingly come under attack by some researchers and teacher and parent bodies as being inappropriate and contradictory to the values of the postmodern world. On the other hand, the key stakeholders from all the faith traditions in Australia wish to retain the SRE classes in government schools. The book addresses this burning issue, and shows that it is relevant not only for Australia but also globally.

Peace Education and Religious Plurality Robert Jackson 2013-10-18 Does religion bring peace or war? In order to discuss this fundamental question, it is essential to reflect upon religious education that shapes the views of religion among young generations. This book has developed from the special panel on "Religious Education and Peace" for the 19th World Congress of the International Association for the History of Religions (IAHR), the largest international organization in religious studies, which took place in Tokyo in March 2005. Its international contributors discuss the

kinds of religious education used for peace education that is attempted or needed, in their respective societies faced with tensions and conflicts, not only between different religions but also between religion and secularism. This is the first book in the field that includes both Asian and Western writers (from Korea, Japan, Indonesia, Israel, Germany, Spain, UK and USA). It is an innovative attempt to build a bridge between the study of religion/religious education and peace education. This book was previously published as a special issue of British Journal of Religious Education

Location, Space and Place in Religious Education Martin Rothgangel 2017 People form attachments to their home, their neighbourhood and environment, to the region and nation to which they belong. They express feelings about space and place, especially so in 'globalized times'. In religious studies, in theology, and in education, there is a growing interest in spatial theories either as constructed within national borders, or within international and transnational spaces. The 'spatial turn' has become an acknowledged term in interdisciplinary discourses. Although every practice of religious education is situated and contextually dependent, religious education (RE) research until now has not systematically paid attention to this fundamental insight. This volume is devoted specifically to clarifying the close relationship between RE practice and spatial and situational conditions. After clarifying the main concepts in Part 1, Part 2 includes chapters related to classroom studies, while Part 3 focuses on studies about teachers of religious education. Part 4 contains studies beyond the classroom, such as school chapels, churches, and 'inner space'. All contributions to this volume were developed in the context of the European Network for Religious Education through Contextual Approaches (ENRECA) which has focused recently on the central issue of space and place.

Christian Privilege in U.S. Education Kevin J. Burke 2016-12-08 Using critical curriculum theory as its lens, this book explores the relationship between religion—specifically, Christianity and the Judeo-Christian ethos underlying it—and secular public education in the United States. Despite various 20th-century court decisions separating religion and education, the authors challenge that religion is in fact absent from public education, suggesting instead that it is in fact very much embedded in current public educational practices and discourses and in a variety of assumptions and perspectives underlying understandings of teaching, learning, and teacher preparation. The book reframes the discussion about religion and schooling, arguing that it remains in the language and metaphors of education, in the practices and routines of schooling, in conceptions of the "child" and the "teacher" (and what happens between them in the spaces we call "learning," the "classroom," and "curriculum") as well as in assumptions about the role of schools emanating from such conceptions and in the current movement toward accountability, standardization, and testing. *Christian Privilege in U.S. Education* examines not whether Christianity has a place in public education but, rather, the very ways in which it is pervasive in a legally secular system of education even when religion is not a topic taught in school.

Religious Education L. Philip Barnes 2015-08-27 Religious Education: Educating for Diversity raises issues that are central to the theory and practice of education, and in particular religious education, in modern liberal democracies characterized by diversity in its different forms. What kind of religious education is best equipped both to challenge prejudice and intolerance in society and to develop responsible and respectful relationships between people from different communities or with different commitments? Two eminent educators address this question and propose contrasting answers. Attention is given to the aims of education and the contribution of religious education to the curriculum; historical forms of religious education; the nature of diversity in society; the roots of prejudice; different methodologies in religious education and their philosophical and religious commitments; and to positive strategies to enable religious education to realise its potential and contribute to the social and moral aims of liberal education.

Holistic Religious Education - is it possible? Sturla Sagberg 2015 This book discusses the possibility of a holistic approach to religious education, taking into account religious and cultural diversity, different aspects of secularisation and different academic disciplines that inform the subject.

Issues discussed are the view of children as spiritual and religious subjects, identity formation, the concept of child theology, the relationship between faith and morality, the meaning of spirituality, the notion of wonder as an inroad to learning, religion as culture, and the meaning of holism. A point of departure is taken in a typology of attitudes to religion in public education, and the line of reason ends in a search for viable metaphors for holistic religious education. Sturla Sagberg (born 1951) is professor of religious education and ethics at Queen Maud University College of Early Childhood Education in Trondheim, Norway. He has a doctoral degree in theology, and has for many decades taught and done research related to teacher training as well as to church education. He has published several books in Norwegian, of which the latest translates into Religion, Values and Formation: Children and the big questions in life. Many of his articles in books and journals are written in English.

Religious Education Research through a Community of Practice. Action Research and the Interpretive Approach Julia Ipgrave 2009 This book brings together a group of teachers and teacher educators who have researched their own students' learning in schools and universities as part of the EC funded REDCo Project. Combining the methods of action and practitioner research with the key concepts of Robert Jackson's interpretive approach, the book illustrates the collaborative research of a group of professionals working together as a community of practice. • Part one sets out the key ideas of the interpretive approach and action research. • Part two reports case studies from individual researchers' projects carried out in diverse though related settings: different schools, teacher education and local authority teacher training. • Part three traces the ideas of the 'interpretive approach', 'action research' and 'community of practice' across the individual studies. • Part four connects the research with wider themes and findings from the European Commission REDCo Project on religion, education, dialogue and conflict. The book is highly relevant to the work of teachers and teacher trainers in the field of religions and education, to researchers in this field, and to all interested in action research, practitioner research and communities of practice.

Religious Harmony Michael Pye 2012-02-13 It is crucial today to understand how religions can exist harmoniously in a shared environment, whether local or global. A reasoned approach to this question was sought by participants at a stimulating conference of the International Association for the History of Religions (IAHR) in a predominantly Muslim country, Indonesia. Themes treated include the relation between theoretical approaches and religious viewpoints, practical problems and conflict resolution at the local level, and religious education with special reference to the role of Muslim schools (pesantren) in Indonesia.

Transforming Religious Education Brian Gates 2007-09-23 Religion is suddenly perceived as high profile internationally (9/11, Israel-Palestine, London bombings). It arouses interest at the level of popular reading (The Da Vinci Code), critical diatribe (Dawkins), and educational controversy (Faith Schools). Against that background, there is a renewed interest in how schools can best equip boys and girls to be critically intelligent about beliefs and values. It is evident in continental Europe, in the US and in Asia. Throughout the world, Citizenship Education and Moral Education are receiving special attention, but in themselves they are incomplete, for they commonly overlook religion. This book argues the importance that public education should have as a priority not only that pupils become literate, numerate and sociate, but also 'religiate'. In this fascinating study, Professor Brian Gates sets out the grounds for the distinctive approach to Religious Education. He argues that this approach, central to which is a comprehensive network of local ecumenical councils, is a model worthy of global imitation. As part of the argument, Professor Gates examines four areas of complementary concern. The first is the logic of religion in education and the second concerns the process of religious development. Are there stages of understanding? What sense do children and young people have of God and transcendence, as of death and finitude? The third is the relationship between RE and Moral Education - their respective autonomies and mutual challenge. And the fourth is that of Collective Worship and its appropriateness or otherwise in public educational provision.

Religious Education and the Public Sphere Patricia Hannam 2018-08-06 Religious Education and the Public Sphere reveals, through an analysis of theory and practice, that religious education is resting on historic and persistent assumptions about both religion and education. Drawing on work from Arendt and Weil, new ideas emerge regarding religious education's constituent elements: education and religion. It offers a new and timely proposal for religious education and argues for a broader understanding of religion, bringing a fresh contribution to current discussions regarding the relationship between religion and education in the public sphere. Some practical considerations emerging from theory developing through the earlier parts of the book are presented in the final section, including the teacher's role and what should guide religious education curriculum. At a time when there is raised interest in the role of religion in the public sphere internationally, this book aims to contribute something new, both theoretically and practically, to discussions regarding the role of religion in education is and relevant to educational contexts worldwide. This book will be vital reading for academics and researchers in the fields of religion and religious studies, education, philosophy of education and religious education, and will also be of great interest to teachers and policy makers working in the field of religious education in the public sphere.

The Effective Teaching of Religious Education Brenda Watson 2014-04-23 The Effective Teaching of Religious Education provides an accessible yet intellectually rigorous resource for all those involved in the teaching of RE in schools today. Written with the needs of specialist and non-specialist teachers in mind, in both the primary and secondary sectors, it successfully integrates theory and practice, encouraging debate and reflection on a broad range of issues in what is often regarded as a complex and often controversial subject area. The second edition has been written with the collaboration of a new co-author, Penny Thompson and has been thoroughly updated, revised and extended to include: A new chapter on the place of Christianity in RE New material on the purpose of RE and on the relationship of RE to other subjects A new Appendix on tackling assessment and syllabus requirements A new companion website at www.pearsoned.co.uk/watson-thompson including an overview of the use of ICT in RE teaching, web links and practical resources for use in the classroom.

Challenges for Religious Education Richard Pring 2019-11-19 Major social changes, especially as a result the more multicultural nature of society, have raised important issues about the teaching of religion and the rational basis of different religious faiths. Challenges for Religious Education addresses and critically examines these changes and asks where religious education and Faith Schools fit within secular society and indeed whether there is still a place for them at all. Analysing what religious education could look like if it were considered from a wider 'world views' perspective that doesn't focus on a particular set of religious beliefs, this book considers the 'reasonableness' of holding a faith and therefore in teaching it; the ongoing tensions between faith and reason; arguments for and against the study of religious education; whether modern secular thought is itself an ideology; and the philosophical standpoints on the relationship between faith and reason. Linking faith and reason with the issue of whether religious education is truly necessary in a modern world, Challenges for Religious Education is a crucial read for anyone interested in the future of religious education teaching in a secular society.

Religious Education and Human Development Michael Grimmitt 1987-01-01

Religious Education in a Mediatized World Ilona Nord 2017-05-10 In religious education, digitization and mediatization processes result in the transformation of conventional media formats. This leads to the development of new media formats, which in turn necessitates a redefinition of the relationship between religious education and the media. Keeping this in mind, this volume first examines the importance of media for specific theological disciplines, and then discusses current media-pedagogical and media-didactic approaches. Later in the book, the authors develop didactic perspectives on various methods; these include internet-based archive work and the use of digital teaching materials. They also deal with current questions regarding religious education, such as inclusion and cyber bullying, etc. Finally, they identify some of the main didactic challenges for

religious instruction in a mediatized world. This volume is a plea for a wider understanding of education, and is based in part on a German-Swedish teaching and research cooperation. Following this example, it focuses on a future-oriented networking of plural forms of education. This resource is designed for students of theology and religious sciences as well as for religious education teachers.

Taking Religion and Education Seriously Suzanne N. Rosenblith 2001

Religion Education in Politics Inge Andersland 2021 What sort of religion education (RE) is best suited for public education? Should RE teach young people how to deal with religious diversity, or should it provide them with religious guidance and a sense of belonging? Should it do both? Religion Education in Politics is an in-depth study of the ways in which Norwegian politicians have negotiated such issues, both before the introduction of an integrative and non-confessional RE subject and after the verdict against Norwegian RE in the European Court of Human Rights. The book offers analyses of ideas about RE in parallel with ideas of national and religious identity and the purpose of education. Thus, it sheds new light on the complexities involved in political debates around the subject. A broad array of political positions is studied in the book and it therefore provides insights valuable for policy makers, researchers, school managers and other stakeholders in the field of religion education.

Religion and Human Rights Hans-Georg Ziebertz 2015-01-13 This book examines the relationship between human rights and religiosity. It discusses whether the impact of religiosity on human rights is liberational or suppressive, and sheds light on the direction in which the relationship between religion and human rights is expected to develop. The questions explored in this volume are: Which are the rights that are currently debated or under pressure? What is the position on human rights that churches and religious communities represent? Are there tensions between churches, religious communities and the state? Which rights are especially relevant for young people and which relate to adolescents life-world experiences? Covering 17 countries, the book describes two separate, yet connected studies. The first study presents research by experts from individual countries describing the state of human rights and neuralgic points anticipated in individual societies. The other study presents specific findings on the relationship between these two social phenomena from empirical research in a population of high school students. Studying this particular population allows insights into social trends, value systems and attitudes on human rights, as well as an indication of the likely directions of development, and potential room for intervention.

Religion and Worldviews L. Philip Barnes 2022-09-21 Religion and Worldviews: The Triumph of the Secular in Religious Education provides the first serious analysis and review of the Commission on Religious Education's proposed worldviews framework for the subject. It argues that religious education has an important contribution to make to the aims of liberal education and examines whether the shift to a worldview framework is capable of overcoming current weaknesses and initiating a new positive direction for the future. Chapters explore the role of worldviews in Religious Education, covering key debates including: Whether there is need for new legislation on RE The nature of professionalism and the role of 'experts' The extent to which there is educational value in study of the personal worldviews of students The role of the religious voice in RE The relation of religions to religious worldviews The aims of RE The relationship between the state and religion Consideration of the nature of a worldview The personal reflections of a member of the Commission on its proposals The chapters provide all that is necessary to understand and to evaluate the current debate on the appropriateness of a worldviews approach to RE. Bringing together leading names in the field, this is essential reading for trainee and practising teachers of Religious Education, RE advisers and schools' leaders responsible for curriculum development.

Seeking Sense in the City Bert Roebben 2009 Young people have a perfect right to good education. They deserve committed educators, safe schools, powerful learning opportunities, but most of all a clear sense of direction, that offers them insight in the values, norms and beliefs of the global community. In Europe, there is a long tradition of public moral and religious education, in close cooperation with churches and faith communities. In

this book the expertise of German, Dutch, English and French speaking scholars is collected and reflected on the basis of the metaphor of the city, the place of encounter with other people, in complexity and diversity. The book is an invitation to non-European scholars and educators to get acquainted with these insights.

Religion in Education Joyce Miller 2013-04-02 This volume explores numerous themes (including the influence of ethnography on religious education research and pedagogy, the interpretive approach to religious education, the relationship between research and classroom practice in religious education), providing a critique of contemporary religious education and exploring the implications of this critique for initial and continuing teacher education.

Education and Religion James Arthur 2017 "The intersection of education and religion raises complex questions and provokes heated—sometimes fraught—debates. Fundamentally, what is the role of religious education in national curricula? And how especially does religious education work in countries that seek explicitly to separate church from state? What is the relationship between research and classroom practice? And what of religious education in non-school settings? What place should so-called faith schools (such as Brooklyn's Khalil Gibran International Academy) have in modern plural societies? And, more broadly, how far should publicly funded education officials seek to accommodate the views and feelings of religious communities? This new four-volume Routledge collection addresses these and other controversies. Edited by two leading scholars, *Education and Religion* meets the need for an authoritative reference work to codify and make sense of the field's burgeoning literature. The editors have drawn on the most important and influential research from a broad range of countries and perspectives to create a one-stop 'mini library'."--

Religion, Education and Post-Modernity Andrew Wright 2003-12-16 This book, the first to explore religious education and post-modernity in depth, sets out to provide a much needed examination of the problems and possibilities post-modernity raises for religious education. At once a general introduction to this topic and a distinctive contribution to the debate in its own right, *Religion, Education and Post-modernity* explores and illuminates the problems, and possibilities opened up for religious education by postmodern thought and culture. The book describes the emergence of post-modernity, considers the impact of post-modernity on religion, addresses its impact on the philosophy of religion and considers the nature of religious education in the post-modern world. Andrew Wright argues that, although post-modernity has much to offer the religious educator, there are also many pitfalls and dangers to be avoided. Steering clear of the extreme of post-modern hyper-realism, he constructs a religious pedagogy sensitive to post-modern concerns for alterity, difference and the voice of the Other, whilst insisting on the importance of reasons in cultivating religious literacy.

Religious Education as Practical Theology Herman Lombaerts 2001 This book is meant to honour the Belgian religious educationalist Herman Lombaerts reflecting on his legacy. He is internationally renowned as a scholar with a strong commitment to and a conceptual analysis of the social and cultural context in which people live and learn. This series of essays is built upon a thought provoking, streamlined design on the relationship between theology and education, relying on Lombaerts' societal and cultural analysis of contemporary religious education. Three key elements are at stake: the self-agency of the learner, the hermeneutic and communitive interpretation of religious traditions in the teaching of religion, and the radical re-imagining of Christian theology relying on this new model of religious educational praxis. For Lombaerts, the search processes of religious people have their own dynamic and dignity. Practical theology should listen carefully and empathetically to this quest. But he is also convinced of the need of solid fundamental research to understand critically its ambiguities and perspectives. Scholars from Europe, the United States and Australia lead the way in this process of "conceptual stretching". Issues such as happiness of children, identity formation of youth, educational and religious insecurity of parents, multi-faith education, tradition crisis of churches, theological education of lay ministers, narrativity

and modern art in religious education, etc. are examined from a practical theological point of view, with a strong commitment to the philosophical, psychological, sociological, educational and political dimensions of three issues. With this book the editors hope to commemorate Lombaerts' international radiation, by building a collegial bridge between the different theoretical approaches in the German, Dutch, French, Italian and Anglo-Saxon religious educational research.

The Troubled Relationship Between Religions and the State András Koltay 2017 " ... discusses the legal debates surrounding the use of religious symbols in schools, public places and media advertising, the freedom of the state in integrating religious studies in public education, the limitations on wearing religious clothing and symbols and the restriction of blasphemy laws"--Publisher's website.

Public Theology Perspectives on Religion and Education Manfred L. Pirner 2019-01-23 In order to draw out the relationship between publicly-oriented Christianity and education, this book demonstrates that education is an important method and prerequisite of public theology, as well as an urgent object of public theology research's attention. Featuring work from diverse academic disciplines—including religion education, theology, philosophy, and religious studies—this edited collection also contends with the educational challenges that come with the decline of religion on the one hand and its transformation and regained public relevance on the other. Taken together, the contributions to this volume provide a comprehensive argument for why education deserves systematic attention in the context of public theology discourse, and vice versa.

International Handbook of Inter-religious Education Kath Engebretson 2010-08-17 This Handbook is based on the conviction of its editors and contributing authors that understanding and acceptance of, as well as collaboration between religions has essential educational value. The development of this Handbook rests on the further assumption that interreligious education has an important role in elucidating the global demand for human rights, justice, and peace. Interreligious education reveals that the creeds and holy books of the world's religions teach about spiritual systems that reject violence and the individualistic pursuit of economic and political gain, and call their followers to compassion for every human being. It also seeks to lead students to an awareness that the followers of religions across the world need to be, and to grow in, dialogical relationships of respect and understanding. An essential aim of interreligious education is the promotion of understanding and engagement between people of different religions and, therefore, it has great potential to contribute to the common good of the global community. Interreligious education has grown from the interfaith movement, whose beginning is usually identified with the World Parliament of Religions held in Chicago in 1893. This was the first time in history that leaders of the eastern and western religions had come together for dialogue, and to consider working together for global unity.

Religion in the Classroom Jennifer Hauver James 2015 This book about the relationship between religion and teaching/learning in a democratic society focuses specifically on classroom issues related to religious understandings and experiences of teachers and students, and their implications for developing democratic citizens.

Critical Religious Education in Practice Christina Easton 2019-04-08 Critical Religious Education in Practice serves as an accessible handbook to help teachers put Critical Religious Education (CRE) into practice. The book offers straightforward guidance, unpicking some of the key difficulties that teachers encounter when implementing this high-profile pedagogical approach. In-depth explanations of CRE pedagogy, accompanied by detailed lesson plans and activities, will give teachers the confidence they need to inspire debate in the classroom, tackling issues as controversial as the authority of the Qur'an and the relationship between science and religion. The lesson plans and schemes of work exemplify CRE in practice and are aimed at empowering teachers to implement CRE pedagogy across their curriculum. Additional chapters cover essential issues such as differentiation, assessment, the importance of subject knowledge and tips for tackling tricky topics. The accompanying resources, including

PowerPoint presentations and worksheets, are available via the book's companion website. Key to developing a positive classroom culture and promoting constructive attitudes towards Religious Education, this text is essential reading for all practising and future teachers of Religious Education in secondary schools.

Religion, Education and Society Elisabeth Arweck 2016-03-16 This volume presents findings from recent research focusing on young people and the way they relate to religion in their education and upbringing. The essays are diverse and multidisciplinary - in terms of the religions they discuss (including Christianity, Islam and Sikhism); the settings where young people reflect on religion (the classroom, youth club, peer group, families, respective religious communities and wider society); the different perspectives which relate to religious education and socialisation (the teaching of RE, the role of teachers in pupils' lives, the way teachers' personal lives shape their approach to teaching, school ethos and social context, and the place and rationale of RE); the contexts within which the authors work (different national settings and various academic disciplines); and the methodology used (qualitative, quantitative and mixed-method approaches). The authors make important contributions to the debate about the role of religious education in the curriculum. They demonstrate the crucially important formative influence of religious education in young people's lives which reaches well into their adulthood, shaping religious and other identities, and attitudes towards the 'other' - whatever that 'other' may be. This book was originally published as a special issue of the *Journal of Beliefs & Values*.

Religion in the Primary School Peter Hemming 2015-02-20 Religion and its relationship to schooling is an issue that has become more and more topical in recent years. In many countries, developments such as the diversification of state school sectors, concerns about social cohesion between ethnic and religious groups, and debates about national identity and values have raised old and new questions about the role of religion in education. Whilst the significance of this issue has been reflected in renewed interest from the academic community, much of this work has continued to be based around theoretical or pedagogical debates and stances, rather than evidence-based empirical research. This book aims to address this gap by exploring the social and political role of religion in the context of the primary school. Drawing on original ethnographic research with a child-centred orientation, comparisons are drawn between Community and Roman Catholic primary schools situated within a multi-faith urban area in the UK. In doing so, the study explores a number of ways in which religion has the potential to contribute to everyday school life, including through school ethos and values, inter-pupil relations, community cohesion and social identity and difference. At the centre of the analysis are two key sociological debates about the significance of religion in late modern societies. The first is concerned with the place of religion in public life and the influence of secularisation and post-secularism on the relationship between religion and schooling. The second relates to the increasingly multi-faith nature of many national populations and the implications for religious citizenship in educational settings. *Religion in the Primary School* will be a useful resource for academics, researchers and students as a key addition to existing knowledge in the disciplines of education, sociology and human geography. It will also be of value to both policy-makers and educationalists interested in the role of religion in schools and the implications for the wider community and society in a range of national contexts.

Priorities In Religious Education Brenda Watson 2003-09-02 A collection of articles which look at the future development of religious education in the light of the 1988 Education Reform Act and at how religious education should now develop in schools. It contains practical guidance for meetings and workshops and questions to stimulate further discussion.

Theology and Religious Studies in Higher Education D.L. Bird 2009-01-22 Theology and religious studies co-exist in the majority of departments in higher education institutions within the UK, yet there has been very little debate or discussion on how these two disciplines relate to one another in this context and on a more general level. This new collection of essays aims to redress the balance and to add to fruitful discussion in this area

Including essays by some of today's leading academics on the sometimes contentious relationship between religious studies - or the study of religions - and theology, this volume is international in scope, with contributions from scholars from the UK, USA, South Africa, Netherlands, Sweden and Iran. Many of the essays offer a contextualised account of the evolving relationship between the disciplines. The contributors address such issues as the place of theology within today's universities; the problem of clashing methodologies in theology and religious studies; the possibility for a 'theological religious studies'; approaching the study of religions without theology; interdisciplinary approaches for bridging the theology/religious studies divide; and the place of biblical studies in the theology/religious studies debate.

Materials Clarifying the Relationship Between Religion and Public Education Religious Instruction Association 1968

[Inspiring Faith in Schools](#) Marius Felderhof 2016-05-23 Inspiring Faith in Schools addresses the privileging of secularism that appears to affect RE in countries influenced by modern western thought. The authors argue that a more engaging form of RE would emerge if religious life were to inhabit centre stage. Currently religious faith is made to hover in the wings awaiting the call to face the inquisitorial challenge of the modern day enquirer. The consequent relationship between pupil and the Divine as the purpose of study is then already intrinsically irreligious, as indicated in the Book of Job by putting God in the dock, whereas it is the pupil who should be (cross-)examining his or her life. What are the ways of exciting and engaging the young so that they begin to entertain the possibility of religious life as a genuine option for themselves? Leading scholars in philosophy and theology from the UK, Australia, Canada and the USA come together to address these questions together with RE experts. Marius Felderhof writes an Afterword summing up the challenges faced by such a re-visioning of RE.

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