

Innovative RE for REal and Religion & Worldview Literacy

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The Project

Innovative RE for REal builds on the Faiths Unit's 2015 report *RE for REal – The Future of Teaching and Learning about Religion & Belief* which helped lay the ground for the new Entitlement and National Plan. It sets out to explore and showcase innovative approaches to education about religion and worldviews in schools. This will showcase classroom practice which meets the learning proposed in the new National Entitlement for Religion & Worldviews (CoRE, 2018)

Project Aims

- Help teachers engage with RE research & policy developments.
- Co-develop examples of innovative teaching and learning that embed CoRE recommendations.
- Showcase & disseminate innovative RE to practitioners and policy makers.
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Areas of Focus

Examples of teaching & learning identified as desirable in the findings in REforREal, and which reflect the Commission report recommendations, as follows:

- a broadening of focus to religion and worldviews
- RE-reformist behaviours in classrooms and leaderships
- breadth of engagement with religion, belief and non-belief
- a sociological turn which engages with new modes of critical thinking about religion, belief and non-belief
- connections to extra-RE spaces
- SMSC as it relates to engagement with lived religion
- critical handling of real-world issues, including controversies
- employment-readiness

Religion & Worldview literacy

Builds on Dinham's (2016) concept of religious literacy as framework and lands it in school classroom.

- Explicitly broadens focus to 'worldviews'
- Promotes epistemic awareness through exploration of category & challenge of dominant representations.
- Reflexive element contributes to development of self-awareness
- Co-production of knowledge
- Circular model of praxis

Inter-Bake

Tradition in transition

Experiential Haj

'Learning to live' ethos

Lived religion

Religion as identity and tradition and ...

Multifaith careers fair

Exploring 'faithism'