

MAY
2021

RELIGION, WORLDVIEWS & MENTAL HEALTH:

"WHAT'S R.E. GOT TO DO WITH EQUITABLE MENTAL HEALTHCARE?"

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SUBSTANTIVE KNOWLEDGE

1. How might you develop some of your existing teaching and learning to support pupils to explore the connection between their own and others' worldviews and mental health & wellbeing?
2. How might you use a case study like this to help students understand the fluidity and complexity of worldviews? How might the stories of Nkamo and Phatsimo illuminate how worldviews relate to each person's social context, location and personal journey, including for example histories of colonialism and/or migration?
3. What substantive knowledge might it be helpful for students to have of indigenous worldviews and beliefs, which are frequently left out or engaged less within RE teaching and learning?

WORLDVIEW & DISCIPLINARY KNOWLEDGE

1. My own worldview, positionality and approach to engaging with religion and worldviews and mental health might be described broadly as critical, decolonial and sociological. What can RE professionals learn from this approach to the subject at hand?
2. What other disciplinary and methodological approaches could be taken to explore and reflect on religion and worldviews and mental health? What might theological, philosophical, psychoanalytic, and/or clinical approaches offer to advance our thinking in this area?

CRITICAL RELIGIOUS EDUCATION & SOCIAL JUSTICE

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1. What role does RE have to play in increasing the public understanding of indigenous worldviews that are frequently negated, inferiorised or misrepresented within Eurocentric systems of knowledge? How might a better understanding of these worldviews contribute to more equitable and just mental health services provision?
2. How might decolonial approaches to the study of religion and worldviews – such as those advanced by Alexandra Brown – contribute to a more just and equal society and service provision in general? How might you draw on these resources in your own teaching and learning?
3. What expertise might RE professionals have to contribute to advancing the understanding of religion and worldviews as part of your school's ethos around values, culture and inclusion?