

# Being Bridges: Navigating the complex world of religious education

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# Challenges we face

- Discrepancies in the religious education children and young people receive
- A teacher recruitment crisis
- Years of under funding
- Changes in the devolved nations
- Old structures not fitting new educational landscape



# A Religion and Worldviews Approach

A pedagogical turn: An approach which emphasizes...	A curriculum turn: An approach which takes seriously...
Hermeneutics	Lived, authentic experience
Intellectual humility and dialogue	Diversity of belief and practice
Positionality, personal knowledge and reflexivity	Continuity and Change
Wise (critical) interpretation	Context
Different ways of knowing/disciplinary knowledge	



# Positive Public Perception

Religion and Worldviews Parents Survey 2022



**78% say**

78% of UK parents say their child's RE lessons provide them with an opportunity to learn more about other people's religious and non-religious worldviews

Religion and Worldviews Parents Survey 2022



**66% felt**

66% of UK parents felt their child's RE lessons did a good job in preparing young people to navigate life in multi-religious, multi-secular Britain

Religion and Worldviews Parents Survey 2022



**70% say**

70% of UK parents say RE lessons should teach about the social and historical context of different religious and non-religious worldviews



# The metaphor of bridges



# Being Bridges – firm foundations

After Religious Education

Home Project People Publications Framework About Blog

## Religion and Worldviews

Welcome to this project. This project aims to explore the nature of the educational representation of religion(s) and to support the development of a new vision for Religion Education (Religion and Worldviews).

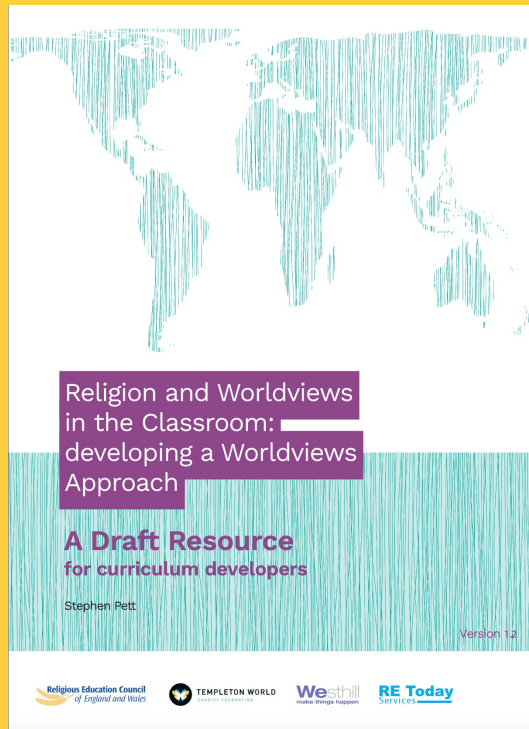
The project brings together academics in Religious Studies, Religious Education, and Education Studies to articulate a basis for inclusive RE fit for contemporary societies.

This Project is supported by a Large Grant from [Culham's St Gabriels Trust](#).

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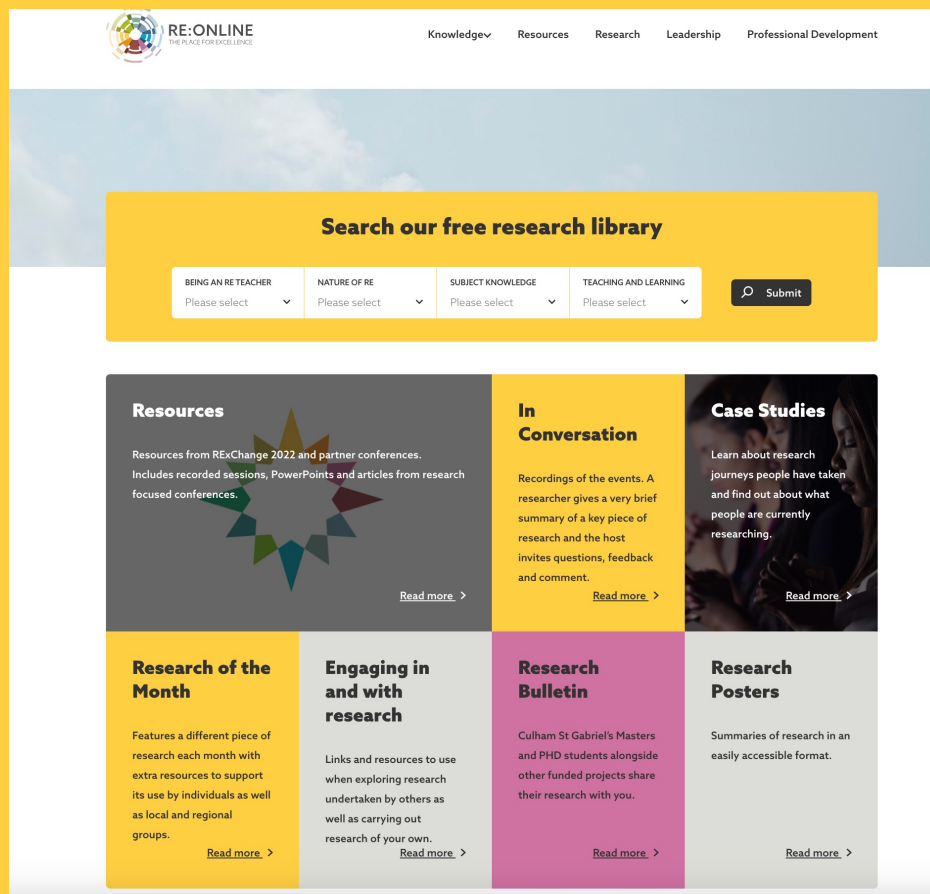
David Lewin

Principal Investigator



# Being Bridges: Pathways of research

<https://www.reonline.org.uk/research/>



The screenshot shows the RE:ONLINE website interface. At the top left is the RE:ONLINE logo with the tagline 'THE PLACE FOR EXCELLENCE'. To the right of the logo is a navigation menu with links for Knowledge, Resources, Research, Leadership, and Professional Development. Below the navigation is a large yellow search bar with the text 'Search our free research library'. The search bar contains four dropdown menus: 'BEING AN RE TEACHER', 'NATURE OF RE', 'SUBJECT KNOWLEDGE', and 'TEACHING AND LEARNING', each with a 'Please select' prompt. A 'Submit' button is located to the right of the dropdowns. Below the search bar is a grid of six content cards. The first card is 'Resources' with a grey background, featuring a starburst graphic and a 'Read more >' link. The second card is 'In Conversation' with a yellow background, featuring a 'Read more >' link. The third card is 'Case Studies' with a dark background and a 'Read more >' link. The fourth card is 'Research of the Month' with a yellow background, featuring a 'Read more >' link. The fifth card is 'Engaging in and with research' with a grey background, featuring a 'Read more >' link. The sixth card is 'Research Bulletin' with a pink background, featuring a 'Read more >' link. The seventh card is 'Research Posters' with a grey background, featuring a 'Read more >' link.



## Being bridges: Connecting our community

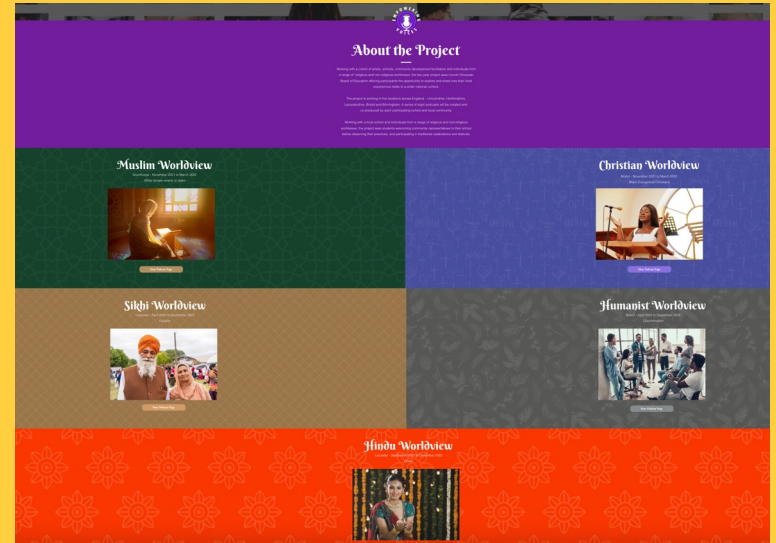
- RE: Connect :Teacher Fellowship Programme (University of Birmingham). Focus on religion, worldviews and the climate crisis
- Understanding the Interplay: Education, lived worldviews and global citizenship (London South Bank University/University College London)
- Young People and Religion: Creative Learning with History and Film Making (Open University)
- A religion and worldviews approach inspired by the work of Anne Taves (Barnet SACRE)





# Being bridges: Connecting our community

- Engaging local communities with religion and worldviews: A Case Study from the Sikhi Community (University of Leeds)
- Empowering Voices (Diocese of Lincoln)
- Creating Connections (Religion Media Centre)



<https://www.reconnectlincs.co.uk/empowering-voices>



# Being Bridges: The policy- practice divide

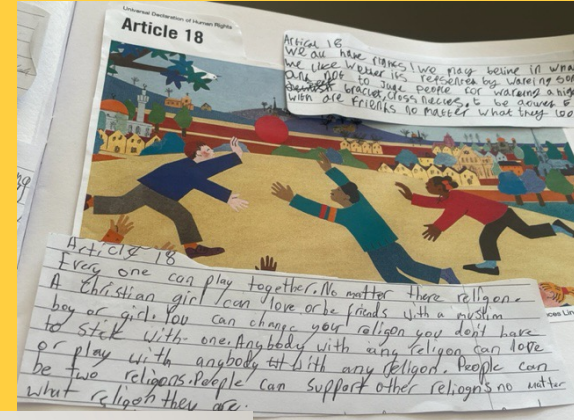
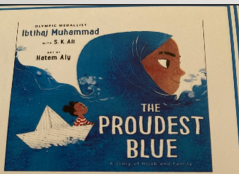
Principles to promote and stand up for FORB.

- Stand up FORB
- Respectful of other beliefs
- Accept others' diverse traditions how they want
- Respect others, accept differences

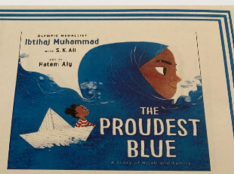
Stand up  
 1. Forb  
 2. Be respectful  
 3. Respect to other desires of worship  
 4. Be respectful  
 Accepting their differences.

8. Rights


1. The government should accept a minority faith community have wanted to open supplementary school so that children from the learn about their traditions and heritage. It where the community can celebrate together. The government should be allowed to issue a permit for the school to be opened to teach

I dont like when the boys lost at Asiya She can wear what she wants.



I have found that it is ok to be different when the boys were laughing at her. I like Asiya picture. I would wear a hijab.



I like the store except the stepst when the boy was being mean. I like the colors.

# Being bridges: A hospitable approach

- Ontological
- Inclusive
- Relational
- Participatory
- Humble



# An embrace?

In an embrace I open my arms to create space in myself for the other. Open arms are a sign that I do not want to be by myself only, an invitation for the other to come in and feel at home with me. In an embrace I also close my arms around the other. Closed arms are a sign that I want the other to become part of me while at the same time I maintain my own identity. By becoming part of me, the other enriches me. In a mutual embrace, none remains the same because each enriches the other, yet both remain true to their genuine selves.

(Volf 1995, p. 203)

