

How should RE respond to a changing world?

STATISTICS

UK

1983 - 69% religious, 40% CofE

2017 - 65% non religious

2002 - 31% CofE

2017 - 14% CofE

Under 24 - 17% religious, 2% CofE

Rudi Lockhart: REC

Global population

2010 84% religious

2050 87% religious

Religious and non religious world views are constantly shifting ... curriculum should be able to recognise this fact.

Critical overview of category of religion, not just the facts but also the impact and practice. How does it matter to its adherents and to others?

Worldview is a slippery term; meaning different things to different people. Corporate and individual ... we all have a worldview.

Place of non religious worldviews in RE: not new in principle but needs serious consideration. Not just adding in Humanism, there are other non religious worldviews.

Not a dilution of religious teaching but a recognition that there are other worldviews which engage with the same areas.

Criticism of use of the term worldview both due to its historical meaning and the examples given by the Commission.

Dr Lois Lee: Unbelief

Most significant statistic is the decline in religious belief amongst young people. Many of those who are described as non religious identify as Atheists.

- Negative atheism: living life as though God doesn't exist.
- Positive atheism: I know that God doesn't exist.

Beyond 'unbelief' and 'non-belief' are 'alternative beliefs'.

Understanding Unbelief programme 2017-2020.

How should RE respond?

Looking forward - understanding 'Unbelief'

Lack of knowledge / understanding.

Conceptual confusion around non religious worldviews and worldviews.

Beyond conventional concepts of how worldviews manifest.

Taking diversity seriously.

Integrating research and teaching: Exploring Unbelief in the RE Classroom - handling varieties of non religious worldviews.

Write down the first 8 words that come to mind. What do you associate with: God, Religion, Atheism, Agnosticism. ?

Andrew Copse: Humanist

We should avoid being over preoccupied with 'identity' which is distinguishable from 'belief' and even 'practice'.

Advocates for a proportionate level of content in RE curriculum in line with views of population.

Wishes to shift the focus from religion to non religious views.

QUESTIONS:

Cultural literacy is as important as religious, how is that to be included?

Shapes emerging from research?