

Table of Contents

<i>Foreword by Rosalind I. J. Hackett</i>	v
<i>Acknowledgements</i>	xv
 <i>Introduction</i>	1
Integrative religious education	1
The academic study of religions and RE	2
Aims, contents and limitations of this study	5
A note on citations and translations	7
 <i>Chapter I</i>	
Theory and methodology in the academic disciplines relevant to integrative RE	8
1 The Study of Religions	8
1.1 The character of the subject	9
1.1.1 The general character of the academic study of religions	9
1.1.2 Implications from the history of the academic study of religions	14
1.1.3 Recent developments in the study of religions	20
1.1.4 Limitations of the study of religions	28
1.2 The concept of religion	31
1.2.1 The variety of concepts of religion	32
1.2.2 The “subject matter” or “field” of the study of religions	37
1.3 Methodology	41
1.3.1 Methodological variety	43
1.3.2 Methodological integration	46
1.3.3 The representation of religions	51

2 Education	55
2.1 Critical educational theory	55
2.1.1 Two aspects of education: "Erziehung" and "Bildung"	55
2.1.2 Critical theory	58
2.1.3 Towards a critical theory of education.....	60
2.1.4 A critical and constructive theory of education.....	63
2.2 Didactics.....	66
2.2.1 The focus on education: critical constructive didactics.....	67
2.2.2 The focus on teaching: the "Berlin" and "Hamburg" models.....	69
2.2.3 The focus on interaction: critical communicative didactics.....	70
2.2.4 General didactics and individual school subjects.....	71
2.3 Intercultural education.....	74
2.3.1 What is intercultural education?	75
2.3.2 Areas of intercultural learning	80
2.3.3 Intercultural education and educational systems.....	83

Chapter II

Integrative Religious Education in England.....	86
1 History and organisation of integrative RE in England	86
1.1 History of integrative RE	86
1.1.1 Developments until the 1960s	87
1.1.2 Ninian Smart's phenomenological approach to RE	88
1.1.3 The Shap Working Party for World Religions in Education.....	91
1.2 Organisation of integrative RE.....	94
1.2.1 Agreed syllabuses	94
1.2.2 The model syllabuses of the School Curriculum and Assessment Authority	99
1.2.3 The legal situation.....	105
1.2.4 Teacher training	109

2 Current approaches to RE in England	111
2.1 The Westhill Project.....	112
2.1.1 Aims and contents of integrative RE	112
2.1.2 The concept of religion and the representation of religions.....	114
2.1.3 The notion of education and teaching strategies	117
2.1.4 Comment.....	119
2.2 “A Gift to the Child”:	
The Religion in the Service of the Child Project.....	120
2.2.1 The representation of religions	122
2.2.2 The concept of religion	125
2.2.3 The notion of education	126
2.2.4 Comment.....	127
2.3 The Experiential Approach	130
2.3.1 Aims and contents of integrative RE	130
2.3.2 The concept of religion and the representation of religions.....	133
2.3.3 The notion of education	135
2.3.4 Critical evaluation.....	137
2.4 The Interpretive Approach.....	142
2.4.1 Aims and contents of integrative RE.....	143
2.4.2 The concept of religion and the representation of religions.....	143
2.4.3 The notion of education	159
2.4.4 Recent developments and projects in interpretive RE	160
2.4.5 Comment.....	161
2.5 The Critical Approach.....	162
2.5.1 The critique of the “liberal consensus” about representing religions in RE.....	163
2.5.2 Reconstruction: The representation of religions in a critical framework.....	165
2.5.3 The notion of education	169
2.5.4 Critical evaluation.....	171
2.6 The Constructivist Approach.....	173
2.7 The Narrative Approach.....	179

Approaches to teaching Christianity	187
2.8 The Chichester Project.....	187
2.8.1 The general framework	188
2.8.2 Aspects of teaching Christianity	189
2.8.3 The notion of education and teaching strategies	193
2.8.4 Comment.....	195
2.9 The Stapleford Project	196
2.9.1 Influences on the Stapleford Project.....	197
2.9.2 Concept cracking.....	198
2.9.3 Diversity within Christianity.....	200
2.9.4 RE: religious or educational?.....	202
2.9.5 The notion of religion	205
2.9.6 Critical evaluation.....	207
 <i>Chapter III</i>	
Integrative Religious Education in Sweden.....	211
1 Religions in Sweden and the Swedish school system	213
1.1 Religions in Sweden	213
1.2 The Swedish school system	215
1.3 Democracy and basic values in Swedish schools.....	217
2 The history of integrative RE in Sweden	219
3 Aims and contents of integrative RE in Sweden	226
3.1 Aims of integrative RE	226
3.2 Contents of integrative RE.....	229
3.2.1 Official documents.....	229
3.2.2 Academic literature.....	230
3.2.3 Teaching material.....	234
4 The concept of religion.....	236
4.1 The concept of religion in official documents about RE.....	236
4.2 The concept of religion in academic literature.....	237
4.3 The concept of religion in textbooks	241

5 The representation of religions	245
5.1 Official requirements for the representation of religions in RE.....	245
5.2 Academic discourse about the representation of religions in RE.....	247
5.2.1 General observations	248
5.2.2 Examples of the representation of religions in academic literature about RE	251
5.2.3 Further issues in the representation of religions in academic literature about RE.....	268
5.3 The representation of religions in textbooks.....	273
5.3.1 General observations	273
5.3.2 Example: the representation of Islam in Swedish textbooks	278
6 The notion of education in Swedish RE.....	282

Chapter IV

Evaluation and Conclusions	290
1 English and Swedish concepts for integrative RE	290
1.1 General features of integrative RE in England and Sweden	290
1.2 Individual aspects of integrative RE in England and Sweden....	293
1.2.1 Aims of integrative RE.....	294
1.2.2 The concept of religion	296
1.2.3 The representation of religions.....	298
1.2.4 Teaching methods and the concept of education.....	305
2 Integrative RE in the European context	312
2.1 Learning and teaching about different religions in Europe	312
2.1.1 European RE in transition.....	312
2.1.2 Accounts of the situation of RE in Europe.....	315

2.2 Examples of models and changes in individual European countries.....	324
2.2.1 Integrative RE as an individual school subject – Norway.....	324
2.2.2 A separative framework and exceptions to the rule – Germany	328
2.2.3 Integrative RE as a “learning dimension” of other subjects – the Netherlands.....	343
2.3 Integrative or separative RE in state schools?	347
3 A framework for integrative RE in Europe	353
3.1 The general character of integrative RE	355
3.1.1 The profile of integrative RE.....	355
3.1.2 The notion of education.....	360
3.1.3 Integrative RE in the context of wider cultural, social and political debates	366
3.2 Individual features of integrative RE	372
3.2.1 The name of the school subject.....	372
3.2.2 The concept of religion and the delineation of the subject matter.....	373
3.2.3 The representation of religions.....	376
3.2.4 Organisation and transformation.....	382
3.3 Academic and political desiderata	385
<i>Epilogue: The potential of integrative RE</i>	<i>388</i>
<i>Bibliography</i>	<i>391</i>
<i>Index</i>	<i>437</i>