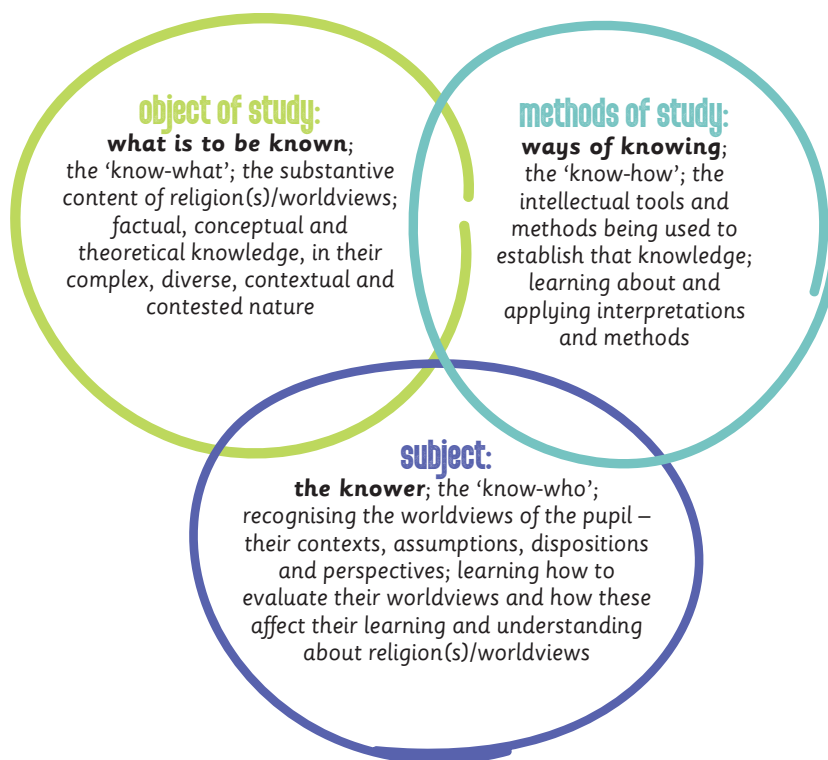


TEACHING AND LEARNING APPROACH

We have been influenced by the work and thinking of others as we explore multidisciplinary RE.¹

The idea of these resources is to enable teachers and students to look *through* a range of disciplinary lenses at the substantive content of religious and non-religious worldviews, and also to look *at* these disciplinary lenses or methods. A third purpose is to open students' eyes to the lenses that they are already wearing as they look at the world – to recognise that they encounter the content of RE from within their own worldviews, and to help them become aware of how that shapes their own responses and understanding.

Rob Freathy's summary suggests a three-strand approach, where RE explores the



These three strands can be discerned behind the approaches that follow in this series.

¹ These include the work of:

Gillian Georgiou, Jane Chipperton, Kathryn Wright and Olivia Seymour; e.g. Georgiou and Wright (2020), 'Disciplinary, religion and worldviews: making the case for theology, philosophy and human/social sciences' in Mark Chater (ed.), *Reforming RE* (Woodbridge: John Catt)

Richard Kueh; e.g. Kueh (2020), 'Disciplinary hearing: making the case for the disciplinary in Religion and Worldviews' in Mark Chater (ed.), *Reforming RE* (Woodbridge: John Catt)

Giles and Rob Freathy; e.g. Rob Freathy and Helen C. John (2018), 'Religious Education, Big Ideas and the study of religion(s) and worldview(s)', *British Journal of Religious Education*, 41(1)