



## Religious Education and Children's Spirituality

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submissions:

**closed (30 September 2021)**

### Message from the Guest Editors

Dear Colleagues,

This Special Issue invites theoretical, empirical and research informed practice-based contributions from scholars and researchers in the study of religion(s) and religious education to provide new and innovative perspectives to the debate on how (or whether) education about religion(s) or religious education should and can develop the spiritual dimension of childhood. Issues of interest are, amongst others:

- How the interaction between religious education and children's spirituality is manifest and its impact upon children's learning and development
- What effective examples of the interaction between religious education and children's spirituality look like and how their effectiveness is gauged
- Whether a spiritual dimension within religious education contributes to the development of the "whole child"
- How children's spiritual development has been impacted by education about religions during the COVID-19 pandemic, including during periods of home-based learning
- Whether schools with a faith affiliation approach religious education and children's spirituality in specific or distinctive ways





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## Message from the Editorial Board

Fresh developments in the disciplines that consistently make significant contributions to our understanding of religious personality, authority, devotion, and community - disciplines ranging from psychology, sociology, and anthropology to history, art history, philosophy, literary criticism, and political science – fuel general, as well as scholarly, interest in the world's religions.

*Religions* is inviting innovative and comparative contributions. Please consider Religions as an exceptional, exciting enterprise ready to reward your trust, attention, and participation.

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