## **Contents**

	Introduction	13
	Holistic religious education or bits and pieces	13
	The meaning of holism	16
	The main question and the main problem	19
	The child and the process of making meaning	21
	The art of holistic religious education	23
	Holistic education and the complex web of religion, spirituality	
	and morality	24
Ι	The child and the process of making meaning	
1	Where it all starts: Children as spiritual subjects, and the meaning	
	of time and space	
	Theoretical backdrop	
	'Time and space for wonder'	
	A narrative approach to meaning	
	Kindergarten A: Ordinary time, infinite space and heaven	
	Kindergarten B: Empathy and rules of conduct	
	Kindergarten C: Time and space for wonder	35
	Children's meaning-making, spirituality and different educational environments: summary and outlook	38
2	The concept of 'child' and the question of identity formation	40
	A new concept of the child?	
	The paradox of the new child paradigm	42
	The new child paradigm and religious education	43
	The power of a traditional Christian view of the child	44
	The child concept has changed in times of crisis	45
	The 'identity' concept	47
	Identity and personal memory	48
	The child, the church and the family: some trends and issues	
	in a Nordic perspective	51
	Summary and outlook	52
3	The child in theology – and as theologian?	
	A family of related concepts	
	The Child Theology Movement	
	The Kindertheologie network	56

	Child theology in Norway	59
	Child theology and a 'broad and complex view of children'	63
	Summary and discussion	64
	Children as models of faith – in what sense?	65
	To what extent can children's own voices be heard and make meaning	
	in a theological sense?	67
	How does child theology relate to children's meaning-making in terms	
	of holistic education?	69
4	Children's faith – a matter of morality?	71
	Conceptual and methodological challenges concerning children's faith	
	Faith and 'childhood learning'	
	Children's faith is existential trust	
	Faith and morality interrelated or mixed	
	Tatti and morality interrelated of mixed	, ,
5	Children's meaning-making as spirituality	81
	A rumour of angels	81
	The paradoxical interest in the spiritual in late modern society	82
	Two roots in research on spirituality	83
	Religious and/or spiritual development?	83
	The point mode and the line mode	84
	Spirituality is not a matter of either religious or secular worldviews,	
	but of being connected or alienated	
	Which spirituality are we looking for?	
	Recent research and new trajectories	
	Hermeneutics of spiritual education for young children – an attempt	
	A case study	
	Young children's spirituality: A matter of cultural learning	94
	Children's spirituality as a sense of reality or as extrasensory	
	experience	
	Nurturing a sense of being human	
	The question of importance	
	Hope education	
	Back to the angels – and down to earth	98
II	The art of holistic religious education	
11	The art of houstic rengious education	
6	Education as a spiritual process, and the meaning of religious nurture	
	The dynamics of spirituality in education	102
	How can religion and religious education relate to education in general? . 1	106

	The meaning of education	106
	Religion in spiritual education	108
	A Norwegian example	109
	Religion in spiritual education and political ethics	113
	Conclusion and outlook	115
7	Religious education and the pedagogy of wonder	
	Three kinds of wonder	117
	The beginning of knowledge of all kinds	118
	Wonder increased or replaced by knowledge: Two strands	
	of understanding	
	Wonder in the New Testament	
	Platonic and Aristotelian influences on Christian theology	
	From religious wonder to aesthetic wonder	
	Wonder in religious education – philosophical, religious or both?	
	What is the significance of wonder in religious education?	
	The object of wonder is particular events, not only universal issues	
	The subjective aspect of wonder involves open-ended philosophy	
	A language of wonder has ethical aspects	
	Wonder and the question of truth in religious plurality	
	Summary	134
8	Religious education and religion as culture	
	A functional or substantial approach to religion and culture	
	Religion understood in terms of cultural relativism or constructivism	
	Religious culture and the issue of cultural or religious identity	141
	The power of religious culture and possible consequences for religious education	1/12
	Summary and outlook	
9	A holistic approach to the art of religious education	
	Eight principles of holistic education	147
	Religious education in the town square, in the narthex or on a pilgrimage?	151
	Making meaning of the complexity of religion, spirituality and morality.	154
ъ		
Κe	eferences	156
Ind	dex	169