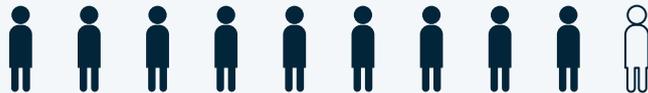


Exploring faith and belief in Australian schools

The influence of faith and belief on student mental health and wellbeing

More than nine in ten Australians (93%)* agree schools should place a greater emphasis on students' mental health and wellbeing.

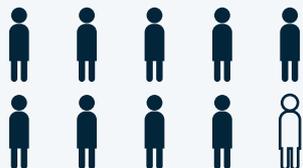


*% who strongly/somewhat/slightly agree

Belief in a higher spiritual being, public and private prayer, meditation¹, concepts of giving and generosity and expressing gratitude² have all been linked with positive health and wellbeing outcomes. Providing students with opportunities to explore these concepts could, therefore, strengthen student health and wellbeing.

Australians believe students should have the opportunity to explore religion, spirituality and faith

Nine in ten Australians (90%)* believe schools should provide the opportunity for students to understand their own cultural heritage



*% who strongly/somewhat/slightly agree

More than four in five (82%)* believe religion can be an important part of a person's cultural heritage.



Schools should be a safe place to explore deeper questions of faith and belief

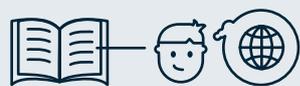
Almost four in five Australians (79%) agree that schools should be a safe place for students to explore deeper questions of faith and belief.

*% who strongly/somewhat/slightly agree



Special Religious Education (SRE) provides an opportunity to strengthen multiculturalism in Australian schools as it assists students in constructing their own identity through appreciating their religious and cultural heritage.

When thinking about learning and education in Australian schools more than four in five Australians believe it is important for students to:



Have the opportunity to learn about their own beliefs and worldviews (87%)



Be empowered to make their own decisions about spirituality and faith (88%)

% who say this is extremely/very/somewhat important

Methodology

Nationally representative online survey n=1002.

¹Chen and Vanderweele, 2018, Associations of Religious Upbringing with Subsequent Health and Well-Being: From Adolescence to Young Adulthood: An Outcome-Wide Analysis.

²Nielsen, 2010, Towards Pedagogy of Giving for Wellbeing and Social Engagement.

Visualisation by

mccrindle

mccrindle.com.au