

Running Head: BIBLICAL HOLISTIC WELLNESS

Biblical Holistic Wellness: Religious Education for Diverse Ministry

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Biblical Holistic Wellness: Religious Education for Diverse Ministry

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Introduction

Religious and spiritual life is about learning to live well, being reflective about this, and realizing the highest good in life. Looking at Ephesians 4:13, have you ever wondered why so many ministers coming out of theological seminaries in ministry have a “lack of knowledge” in understanding the need for the perfecting of the saints in the work of the ministry for the edification of the body of Christ? Many learn to quote scripture and preach, but are not able to help people to have an active life with Christ. Seminary is necessary for training spiritually born again children of God in the work of the ministry. Everybody in the body of Christ must grow in the grace and knowledge of Jesus Christ. It is the duty of the matured Christian minister to prepare each member of the body of Christ for ministry. So, train up spiritual children in the way they shall go, and when they grow old they won't depart from it... Enough is enough!

Religious education involves holistically deploying resources of religious tradition, dogma, and faith to edify the body of Christ. Religious traditions, dogmas, and beliefs have been a significant resource for humanity. They can influence art, ethics, morality, and the well-being of pupils and society. And, they are resources which students need to be able to access. A good religious education will challenge shallow forms of religiosity and secularism, and provide a means of countering the many types of extremism that take advantage of ignorance, undermining the cohesion and solidarity of society.

Scope and Purpose

A primary aim is to teach students to reflectively acquire the criteria for making critical judgments and to exercise judgment. Thus equipped, they will have developed the capacity for a person to become responsible and answerable to oneself, to others, and to the transcendent. With this outcome of responsibility in view, the traditional attainment targets are reconfigured to give priority to learning **from** faith, in the sense of forming dispositions (whilst eschewing any teaching of pupils that is manipulative, bullying, or deceptive), instead of learning **about** religion, which is largely a matter of acquiring information.

Rationale

The means of enacting these principles is to explore common interests different religious traditions have in supporting the cultivation of agreed values and dispositions, thereby demonstrating a significant degree of moral consensus. If the initial stages of religious education emphasize shared, universal values, later stages need to begin to explore the distinctive features of the religious traditions; how they underpin attitudes to family life, the community, and the environment; and, how they have led to the main cultural expressions and civilizations of the world. The latter considerations will lead to close co-operation between religious education and other subjects in school with the development of cross-curricular and cultural links and studies.

Methodology

Religious education must address the whole person and not simply the intellect; it must therefore nurture the emotions and the spirit. In practice, this may mean that lessons are expressive, creative, and kinetic, not exclusively cerebral and/or literate. The balance of these aspects will shift with the holistic wellness or spiritual, physical, and mental phases of education, along with the consideration of key religious concepts and the acquisition of the characteristic languages of faith (in particular their metaphoric nature, the latter being an important means of nurturing creativity, widening the horizons of pupils and of helping them to take interpretative responsibility by defining the meaning of the metaphor under consideration.)

There is depth as well as breadth of understanding of differing religious traditions. To attain rigor and depth of understanding it may not be possible to study too many religions identifiably and systematically. Religious depth is not attained through sheer quantity in the number of faiths addressed or attained by that means alone. For this, the study of Christianity may be more appropriate than the study of **others** with an emphasis on the Authorized King James version of the Holy Bible. It is, therefore, not appropriate to specify a definite number of religious traditions as a whole. An approach that draws purposefully on differing traditions will be richer and more rewarding.

Learn to Learn, Loving to Learn, and Learning to Love

Learn to Learn: Principles of Biblical Holistic Wellness

Biblical holism or spiritual, physical and mental wellness is part of the definition of wellness and wholeness that is nothing missing and nothing broken. The good news is that the kingdom of God teaches that you can attain success in the here and now using the principles of Jesus Christ. It's supernatural how the principles based on His promises manifests as you submit to The Word of God and the leading of His Holy Spirit in practice.

How does the Bible view health, and what principles does it contain for healthy living? It is certainly the External's purpose for us to be healthy, III John 2. But many today, even those who claim to be true believers, abuse their bodies. Others become "health food fanatics," existing on a profuse amount of vitamin pills and organic supplements. What is the true Biblical approach to health and wellness?

The Word of God: "In the beginning."

The perfect will of God is a dimension of wellness that is wholeness in every area of life. It is written in 2 Corinthians 8:9, "For you know the grace of our Lord Jesus Christ, that though He was rich, yet for your sakes He became poor, that you through His poverty might become rich." You can begin to see this Biblical revelation in 3rd John 1:2 "Beloved, I pray that you may prosper in all things and be in health, just as your soul prospers."

It would be of great benefit to learn about it. Jesus preached the gospel to the poor. He lessened their burdens and relieved them of debt. Gospel means “good news” and good news to a poor person is you don't have to be poor any more! God wants us to prosper, but there is also much more to Biblical holistic wellness than financial gain.

A person is a spirit that lives in a body and has a soul. The immortal soul is the inward body that houses the eternal spirit or person. In other words, the immortal soul houses your mind, will, and emotions of a person's spirit. Biblical holistic wellness encompasses a dimension of wellness and wholeness in all things. Take your body as an example. To prosper in your body, the wise learn to use good diet, healthy foods, and nutrition. It also would include getting the proper rest, exercise or anything that concerns your physical wellness. Considering health and wellness, you could call this holistic healing for health or, better yet, wellness.

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Biblical Holistic Wellness: Religious Education for Diverse Ministry

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Biblical Holistic Wellness: Religious Education for Diverse Ministry

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Biblical Holistic Wellness: Religious Education for Diverse Ministry

Introduction

Religious and spiritual life is about learning to live well, being reflective about this, and realizing the highest good in life. Looking at Ephesians 4:13, have you ever wondered why so many ministers coming out of theological seminaries in ministry have a “lack of knowledge” in understanding the need for the perfecting of the saints in the work of the ministry for the edification of the body of Christ? Many learn to quote scripture and preach, but are not able to help people to have an active life with Christ. Seminary is necessary for training spiritually born again children of God in the work of the ministry. Everybody in the body of Christ must grow in the grace and knowledge of Jesus Christ. It is the duty of the matured Christian minister to prepare each member of the body of Christ for ministry. So, train up spiritual children in the way they shall go, and when they grow old they won't depart from it... Enough is enough!

Religious education involves holistically deploying resources of religious tradition, dogma, and faith to edify the body of Christ. Religious traditions, dogmas, and beliefs have been a significant resource for humanity. They can influence art, ethics, morality, and the well-being of pupils and society. And, they are resources which students need to be able to access. A good religious education will challenge shallow forms of religiosity and secularism, and provide a means of countering the many types of extremism that take advantage of ignorance, undermining the cohesion and solidarity of society.

Scope and Purpose

A primary aim is to teach students to reflectively acquire the criteria for making critical judgments and to exercise judgment. Thus equipped, they will have developed the capacity for a person to become responsible and answerable to oneself, to others, and to the transcendent. With this outcome of responsibility in view, the traditional attainment targets are reconfigured to give priority to learning **from** faith, in the sense of forming dispositions (whilst eschewing any teaching of pupils that is manipulative, bullying, or deceptive), instead of learning **about** religion, which is largely a matter of acquiring information.

Rationale

The means of enacting these principles is to explore common interests different religious traditions have in supporting the cultivation of agreed values and dispositions, thereby demonstrating a significant degree of moral consensus. If the initial stages of religious education emphasize shared, universal values, later stages need to begin to explore the distinctive features of the religious traditions; how they underpin attitudes to family life, the community, and the environment; and, how they have led to the main cultural expressions and civilizations of the world. The latter considerations will lead to close co-operation between religious education and other subjects in school with the development of cross-curricular and cultural links and studies.

Methodology

Religious education must address the whole person and not simply the intellect; it must therefore nurture the emotions and the spirit. In practice, this may mean that lessons are expressive, creative, and kinetic, not exclusively cerebral and/or literate. The balance of these aspects will shift with the holistic wellness or spiritual, physical, and mental phases of education, along with the consideration of key religious concepts and the acquisition of the characteristic languages of faith (in particular their metaphoric nature, the latter being an important means of nurturing creativity, widening the horizons of pupils and of helping them to take interpretative responsibility by defining the meaning of the metaphor under consideration.)

There is depth as well as breadth of understanding of differing religious traditions. To attain rigor and depth of understanding it may not be possible to study too many religions identifiably and systematically. Religious depth is not attained through sheer quantity in the number of faiths addressed or attained by that means alone. For this, the study of Christianity may be more appropriate than the study of **others** with an emphasis on the Authorized King James version of the Holy Bible. It is, therefore, not appropriate to specify a definite number of religious traditions as a whole. An approach that draws purposefully on differing traditions will be richer and more rewarding.

Learn to Learn, Loving to Learn, and Learning to Love

Learn to Learn: Principles of Biblical Holistic Wellness

Biblical holism or spiritual, physical and mental wellness is part of the definition of wellness and wholeness that is nothing missing and nothing broken. The good news is that the kingdom of God teaches that you can attain success in the here and now using the principles of Jesus Christ. It's supernatural how the principles based on His promises manifests as you submit to The Word of God and the leading of His Holy Spirit in practice.

How does the Bible view health, and what principles does it contain for healthy living? It is certainly the External's purpose for us to be healthy, III John 2. But many today, even those who claim to be true believers, abuse their bodies. Others become "health food fanatics," existing on a profuse amount of vitamin pills and organic supplements. What is the true Biblical approach to health and wellness?

The Word of God: "In the beginning."

The perfect will of God is a dimension of wellness that is wholeness in every area of life. It is written in 2 Corinthians 8:9, "For you know the grace of our Lord Jesus Christ, that though He was rich, yet for your sakes He became poor, that you through His poverty might become rich." You can begin to see this Biblical revelation in 3rd John 1:2 "Beloved, I pray that you may prosper in all things and be in health, just as your soul prospers."

It would be of great benefit to learn about it. Jesus preached the gospel to the poor. He lessened their burdens and relieved them of debt. Gospel means “good news” and good news to a poor person is you don't have to be poor any more! God wants us to prosper, but there is also much more to Biblical holistic wellness than financial gain.

A person is a spirit that lives in a body and has a soul. The immortal soul is the inward body that houses the eternal spirit or person. In other words, the immortal soul houses your mind, will, and emotions of a person's spirit. Biblical holistic wellness encompasses a dimension of wellness and wholeness in all things. Take your body as an example. To prosper in your body, the wise learn to use good diet, healthy foods, and nutrition. It also would include getting the proper rest, exercise or anything that concerns your physical wellness. Considering health and wellness, you could call this holistic healing for health or, better yet, wellness.

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- b. The Five Fold Ministry

III. THE CONCLUSION OF ALL THINGS

A. He Came Unto His Own

B. Having All Things In Common

C. He's Coming Again for The Church

IV. REFERENCES

Biblical Holistic Wellness: Religious Education for Diverse Ministry

Introduction

Religious and spiritual life is about learning to live well, being reflective about this, and realizing the highest good in life. Looking at Ephesians 4:13, have you ever wondered why so many ministers coming out of theological seminaries in ministry have a “lack of knowledge” in understanding the need for the perfecting of the saints in the work of the ministry for the edification of the body of Christ? Many learn to quote scripture and preach, but are not able to help people to have an active life with Christ. Seminary is necessary for training spiritually born again children of God in the work of the ministry. Everybody in the body of Christ must grow in the grace and knowledge of Jesus Christ. It is the duty of the matured Christian minister to prepare each member of the body of Christ for ministry. So, train up spiritual children in the way they shall go, and when they grow old they won't depart from it... Enough is enough!

Religious education involves holistically deploying resources of religious tradition, dogma, and faith to edify the body of Christ. Religious traditions, dogmas, and beliefs have been a significant resource for humanity. They can influence art, ethics, morality, and the well-being of pupils and society. And, they are resources which students need to be able to access. A good religious education will challenge shallow forms of religiosity and secularism, and provide a means of countering the many types of extremism that take advantage of ignorance, undermining the cohesion and solidarity of society.

Scope and Purpose

A primary aim is to teach students to reflectively acquire the criteria for making critical judgments and to exercise judgment. Thus equipped, they will have developed the capacity for a person to become responsible and answerable to oneself, to others, and to the transcendent. With this outcome of responsibility in view, the traditional attainment targets are reconfigured to give priority to learning **from** faith, in the sense of forming dispositions (whilst eschewing any teaching of pupils that is manipulative, bullying, or deceptive), instead of learning **about** religion, which is largely a matter of acquiring information.

Rationale

The means of enacting these principles is to explore common interests different religious traditions have in supporting the cultivation of agreed values and dispositions, thereby demonstrating a significant degree of moral consensus. If the initial stages of religious education emphasize shared, universal values, later stages need to begin to explore the distinctive features of the religious traditions; how they underpin attitudes to family life, the community, and the environment; and, how they have led to the main cultural expressions and civilizations of the world. The latter considerations will lead to close co-operation between religious education and other subjects in school with the development of cross-curricular and cultural links and studies.

Methodology

Religious education must address the whole person and not simply the intellect; it must therefore nurture the emotions and the spirit. In practice, this may mean that lessons are expressive, creative, and kinetic, not exclusively cerebral and/or literate. The balance of these aspects will shift with the holistic wellness or spiritual, physical, and mental phases of education, along with the consideration of key religious concepts and the acquisition of the characteristic languages of faith (in particular their metaphoric nature, the latter being an important means of nurturing creativity, widening the horizons of pupils and of helping them to take interpretative responsibility by defining the meaning of the metaphor under consideration.)

There is depth as well as breadth of understanding of differing religious traditions. To attain rigor and depth of understanding it may not be possible to study too many religions identifiably and systematically. Religious depth is not attained through sheer quantity in the number of faiths addressed or attained by that means alone. For this, the study of Christianity may be more appropriate than the study of **others** with an emphasis on the Authorized King James version of the Holy Bible. It is, therefore, not appropriate to specify a definite number of religious traditions as a whole. An approach that draws purposefully on differing traditions will be richer and more rewarding.

Learn to Learn, Loving to Learn, and Learning to Love

Learn to Learn: Principles of Biblical Holistic Wellness

Biblical holism or spiritual, physical and mental wellness is part of the definition of wellness and wholeness that is nothing missing and nothing broken. The good news is that the kingdom of God teaches that you can attain success in the here and now using the principles of Jesus Christ. It's supernatural how the principles based on His promises manifests as you submit to The Word of God and the leading of His Holy Spirit in practice.

How does the Bible view health, and what principles does it contain for healthy living? It is certainly the External's purpose for us to be healthy, III John 2. But many today, even those who claim to be true believers, abuse their bodies. Others become "health food fanatics," existing on a profuse amount of vitamin pills and organic supplements. What is the true Biblical approach to health and wellness?

The Word of God: "In the beginning."

The perfect will of God is a dimension of wellness that is wholeness in every area of life. It is written in 2 Corinthians 8:9, "For you know the grace of our Lord Jesus Christ, that though He was rich, yet for your sakes He became poor, that you through His poverty might become rich." You can begin to see this Biblical revelation in 3rd John 1:2 "Beloved, I pray that you may prosper in all things and be in health, just as your soul prospers."

It would be of great benefit to learn about it. Jesus preached the gospel to the poor. He lessened their burdens and relieved them of debt. Gospel means “good news” and good news to a poor person is you don't have to be poor any more! God wants us to prosper, but there is also much more to Biblical holistic wellness than financial gain.

A person is a spirit that lives in a body and has a soul. The immortal soul is the inward body that houses the eternal spirit or person. In other words, the immortal soul houses your mind, will, and emotions of a person's spirit. Biblical holistic wellness encompasses a dimension of wellness and wholeness in all things. Take your body as an example. To prosper in your body, the wise learn to use good diet, healthy foods, and nutrition. It also would include getting the proper rest, exercise or anything that concerns your physical wellness. Considering health and wellness, you could call this holistic healing for health or, better yet, wellness.

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Biblical Holistic Wellness: Religious Education for Diverse Ministry

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Biblical Holistic Wellness: Religious Education for Diverse Ministry

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