

What is meant by a “more able” child in RE?

Lat Blaylock wrote about **Teaching RE to Gifted, Talented and Exceptionally Able Students** in RE Today. He said: “The identification of the most able pupils in RE should be approached on the basis of distinct RE ability, skills, competencies and insight.”

“Able children in RE can quickly, at an expert level, develop and apply knowledge, understanding, skills and processes of RE (for example, critical thinking, interpretation, insight, reflection, and synthesis). Talented and most able pupils have the potential to demonstrate high levels of understanding, insight, discernment, achievement and maturity.”

This list to the right comprises ideas gathered by a group of NATRE executive members about how a more able child in RE **could** be identified. It is not intended to be an exhaustive list, but to be used as a starting point for teachers when reflecting on the pupils in their class.

How could a child be identified as more able in RE? They might:

- Be insightful, discerning, seeing more than the usual argument, beyond factual answers;
- Justify their answers, linking to previous learning independently;
- Make connections beyond what would be expected for a child of their age;
- Transfer knowledge and understanding across topics of RE;
- Ask more specific questions, perhaps drawing on a particular discipline;
- Be willing to have a go at answering another child’s questions or know where to go to find the answers;
- Think about a range of possible answers to a particular question;
- Draw meaning from areas of learning;
- Make deeper links with their own personal knowledge, compare and contrast with their own personal worldview, and go beyond just their own personal worldview;
- Demonstrate a level of understanding and empathy with others’ experiences and worldviews, and recognise how important they are for that person;
- Demonstrate their own moral compass and explain how they decide what is right and wrong.

NB: Children may communicate orally and using images/symbols/drawings as well as using writing.



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