

Identifying Gifted Pupils

Pupils who are gifted in RE are likely to:

	show high levels of insight into, and discernment beyond, the obvious and ordinary;
	make sense of, and draw meaning from, religious symbols, metaphors, texts and practices;
	be sensitive to, or aware of, the numinous or the mystery of life, and have a feeling for how these are explored and expressed;
	understand, apply and transfer ideas and concepts across topics in RE and into other religious and cultural contexts.
	In more general terms, they may also:
	have highly-developed skills of comprehension, analysis and research;
	show quickness of understanding and depth of thought.

The identification of pupils who are gifted in RE should be approached on the basis of distinct RE ability, skills, competencies and insights. The teacher's professional judgement is crucial. RE teachers who know their pupils and their work, and bring professional talent, expertise and awareness to the subject, are best placed to identify gifted pupils. However, especially if not RE specialists themselves, they will probably find it helpful to talk to other teachers.

Giftedness in RE is not the same as being religiously gifted. Teachers may find it helpful to consider how being gifted in RE compares with being gifted in sport, music, mathematics or poetry.