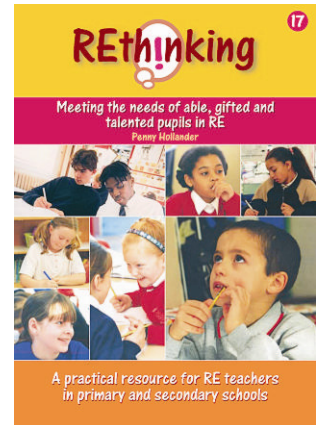


# Meeting the needs of able, gifted and talented pupils in RE

Penny Hollander

## Resources

### Background reading



*Beyond IQ: A Triarchic Theory of Human Intelligence*

Sternberg RJ (Cambridge University Press)

**Comment:**

Influential work in the field of gifted and talented education, Sternberg argues that ability is not a fixed commodity, it can be developed. The three types of intelligence he defines relate to the context you live in, adapting to your environment, experiential intelligence for problem solving in new situations and internal intelligence, applying and evaluating your approach to a problem to determine whether that approach needs changing.

*Three Ring Conception of Giftedness*

Renzulli J (CUP)

**Comment:**

Other influential research in the field of gifted education. Renzulli created a model which demonstrates the three interdependent characteristics he believes are essential to the concept of giftedness, i.e., above average ability, creativity and task commitment.

*Multiple Intelligences: New Horizons*

Gardner H (Basic Books)

**Comment:**

A completely updated and expanded version of the original 1993 *Frames of Mind*. Now includes a global application and new evidence about brain functioning.

*Taxonomy of Educational Objectives*

Bloom B et al (Longman)

**Comment:**

Many have since followed Bloom's lines of thinking in terms of categorising levels of thinking and learning, one building on the other. He recognised that many teachers only taught to the first two or three levels in his taxonomy, and higher levels were almost totally missed out. This has obvious implications for the learning of our most able pupils.

*From Thinking Skills to Thinking Classrooms: a review and evaluation of approaches for developing pupils' thinking*

McGuinness C (DfEE)

**Comment:**

This is a very useful overview of different methodologies in teaching thinking, both general and within specific subject areas. Its approach is to encourage teachers to consider their classrooms as thinking environments rather than using thinking skills as a discrete subject.

*Able Children in Ordinary Schools*

Eyre D (David Fulton)

**Comment:**

Seminal book offering knowledgeable and practical guidance for those interested in the teaching of gifted and talented pupils generally.

*Teaching RE to Gifted, Talented and Exceptionally Able Pupils*

Blaylock L Summer 2001 23.3 Resource Magazine PCFRE

**Comment:**

Clear commentary on the identification of gifted pupils in RE, issues it raises and approaches that can be used as case study material.

*TASC: Thinking Actively in a Social Context*

Wallace B and Adams H B (A B Academic Publisher)

**Comment:**

Sets out the theoretical basis for TASC, using research findings from a number of different thinking projects from around the world.

*A Comprehensive Curriculum for Gifted Learners (3<sup>rd</sup> Ed.)*

Van Tassel-Baska J and Stambaugh T (Pearson)

**Comment:**

Gives details of the Integrated Curriculum Model and also includes practical ideas for writing, implementing and adapting the curriculum for gifted learners.

*SQ Spiritual Intelligence; The Ultimate Intelligence*

Zohar D and Marshall I (Bloomsbury)

**Comment:**

This is a controversial book which explores the idea of spiritual intelligence as the ultimate intelligence. It can be developed in a number of ways for different personalities. It argues that we all have a 'God Spot' in the brain.

## Books for classroom use

*Encouraging thinking in RE REthinking Book 1*

*Brain based learning: lessons for RE REthinking Book 2*

*Planning challenging RE lessons REthinking Book 5*

(The Stapleford Centre)

**Comment:**

Earlier REthinking books published by the Stapleford Centre, which have contributed to ideas and approaches in this book.

*Toolkit: Story and Drama*

Cooling M (British and Foreign Bible Society)

**Comment:**

Good for exploring Bible stories sharing elements of the same concept.

*Teaching Thinking Skills across the Early Years: a practical approach for children aged 4-7*

Ed. Wallace B (NACE/Fulton)

*Teaching Thinking Skills Across the Primary Curriculum: a practical approach for all abilities*

Ed. Wallace B (NACE/Fulton)

*Teaching Thinking Skills Across the Middle Years: a practical approach for children aged 9-*

*14 (NACE/Fulton)*

**Comment:**

Gives TASC outline in a very practical format with examples drawn from teachers' classroom practice – general and not specific to RE but gives clear guides to planning for this approach in the ordinary classroom.

*Faiths for a Future*

Ed. Vint R (RMEP)

**Comment:**

Teaches about environmental themes in RE. Practical classroom activities are included as well as information about attitudes to the environment from Buddhist, Christian, Hindu, Islamic and Jewish perspectives. P.98-99 deals specifically with Talmudic debate.

*Brain Academy Quests Books 1-5*

(Rising Stars Publications in association with NACE) [www.brainacademy.co.uk](http://www.brainacademy.co.uk)

**Comment:**

A variety of activities for RE and foundation subjects in a colourful, clearly set out format, following TASC principles. Book 1 is for KS1 and books 3-5 for KS2. Book 5 has links with citizen ship but not RE. Can be used in the classroom with able pupils or set as homework tasks.

*Spirited Poetry* L Blaylock (ed) (RMEP)

**Comment:**

Poems written by children aged 5-19. This is a very useful resource when introducing pupils to the use of poetry in RE.

*Poems* Turner S (Lion)

*Dad you're not funny* S Turner (Lion)

**Comment:**

Good resources to read to and with children when considering issues in RE.

## Useful websites for teacher and pupil use

Some websites are already referred to in the main text of the book but the following sites are also useful ones to consult:

[www.bbc.co.uk/religion/re](http://www.bbc.co.uk/religion/re)

**Comment:**

The Curriculum Bites section is particularly good for KS3 and 4 pupils looking at the big issues of spirituality, religion and ethics.

[www.cfge.wm.edu](http://www.cfge.wm.edu)

**Comment:**

This gives a good overview of the aims and achievements of the Center for Gifted Education and is particularly good for explaining some of the teaching models used in this book and other ones too.

[www.nace.co.uk](http://www.nace.co.uk)

**Comment:**

This national organisation is dedicated to raising the profile of the needs of gifted and talented pupils in school, as well as providing advice, training and resources for teachers.

[www.nagcbritain.org.uk](http://www.nagcbritain.org.uk)

**Comment:**

As above, but traditionally their involvement has been more with parents and gifted pupils.

[www.natre.org.uk/db](http://www.natre.org.uk/db)

**Comment:**

The section *Children Talking* is a good on line forum for primary and secondary school pupils to express their views on the big questions of life. Well worth investigating with able pupils.

[www.peopleoffaith.org.uk](http://www.peopleoffaith.org.uk)

**Comment:**

The video clips section where young people from different faiths express what their beliefs mean to them. Good vehicle for discussion, particularly with secondary school pupils.

[www.qca.org.uk](http://www.qca.org.uk)

**Comment:**

This is where you can find the English *Non-Statutory Framework for RE* (2004). It gives guidance about skills and attitudes to be developed in RE as well as looking at breadth of understanding. Pages 34-37 show the 8 level assessment scale for AT1 and AT2 to help teachers plan for progression and continuity.

[www.reonline.co.uk](http://www.reonline.co.uk)

**Comment:**

A first step in searching for other RE websites and for each key stage, with a useful list of topics that are likely to be covered. For able pupils doing individual research this is an invaluable tool.

[www.retoday.org.uk](http://www.retoday.org.uk)

**Comments:**

Good for online resources and current research. Provider of CPD for RE and Gifted and Talented pupils.

## Out of class provision

[www.philosophyforchildren.co.uk](http://www.philosophyforchildren.co.uk) and [www.sapere.net](http://www.sapere.net)

**Comment:**

Good for looking at extra curricular activities for able, gifted and talented pupils in considering moral, spiritual and ethical issues. Could be a basis for a philosophy club.

[www.natre.org.uk/spiritedarts](http://www.natre.org.uk/spiritedarts)

**Comment:**

Good for competitions like Spirited Arts which aims to link creativity with RE. Annual competition, open to all pupils 5-19 for art, "Art in Heaven" and poetry, "Spirited Poetry".

[www.nagty.ac.uk](http://www.nagty.ac.uk)

**Comment:**

The National Academy for Gifted and Talented Youth runs a wide variety of summer school and one day activities for primary and secondary pupils who have been identified as gifted and talented – could be linked to locally organised RE based activities.

