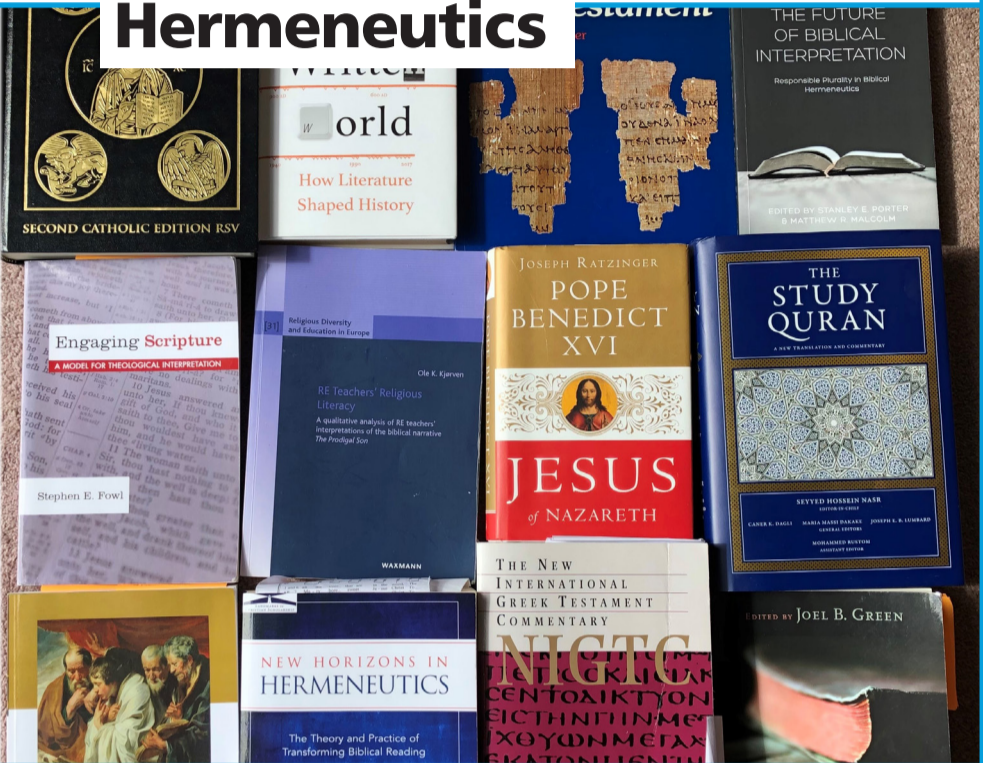


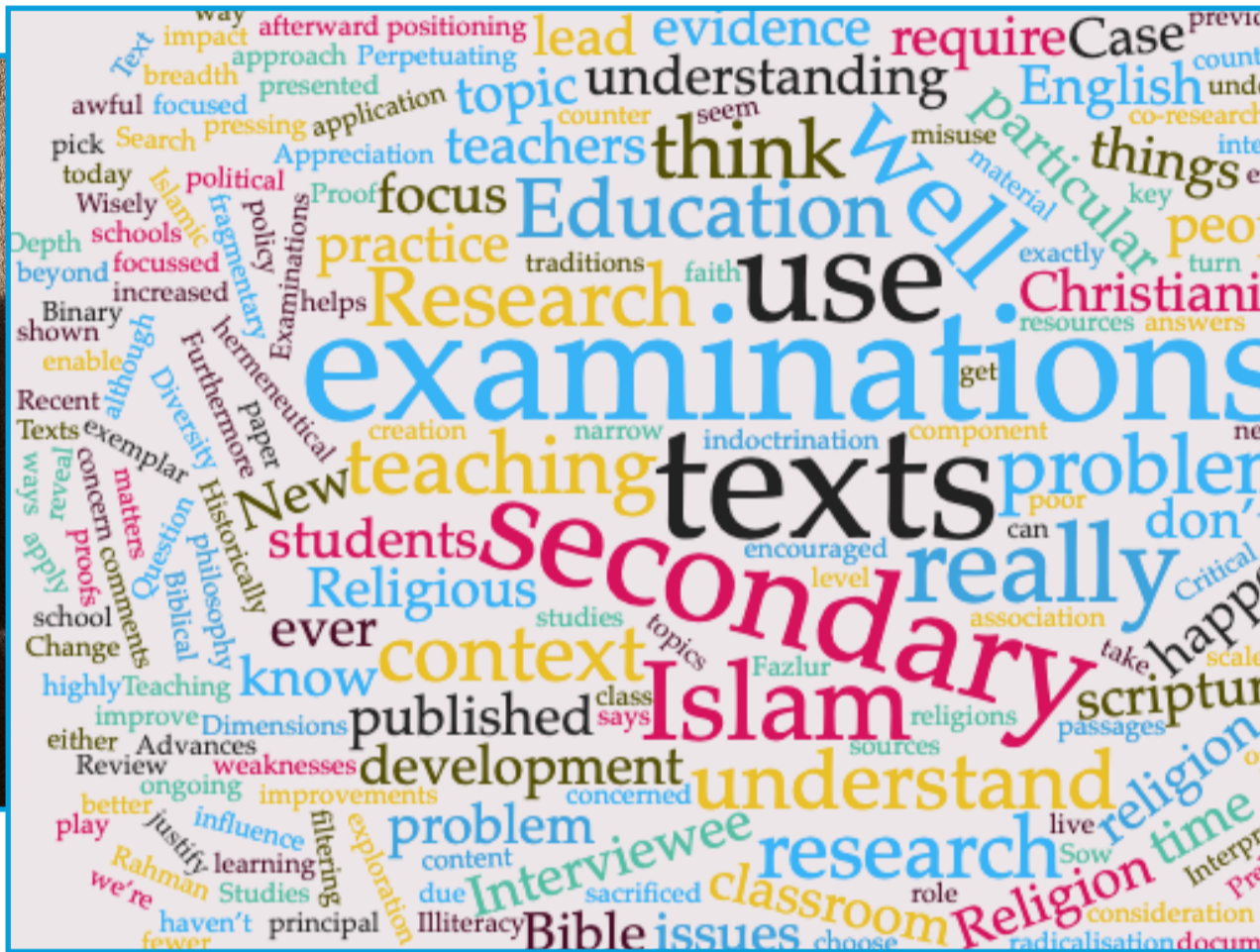
# TEACHERS AND TEXTS: IMPROVING RE THROUGH HERMENEUTICS

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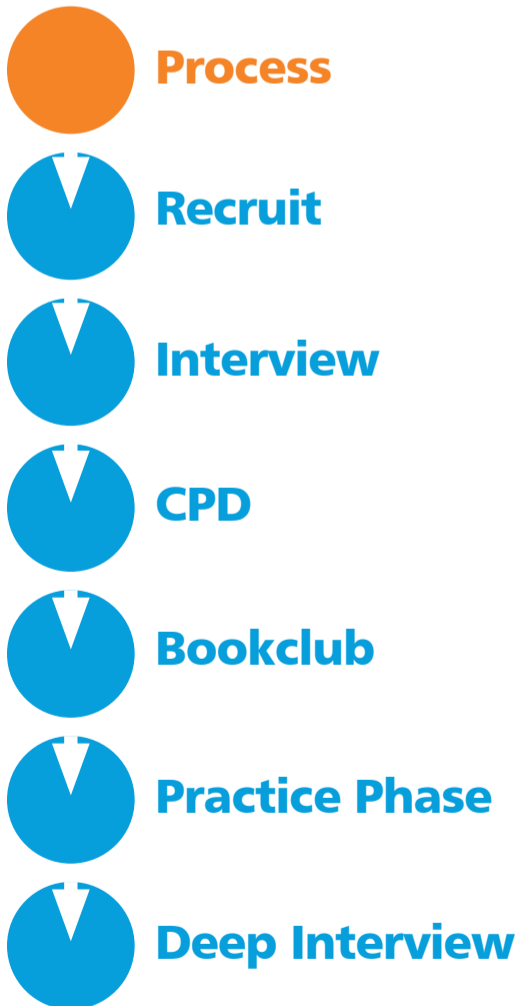
## 1. Journey into Hermeneutics



## 2. The need



## 3. Method



## 4. Participants

<b>FREE CHRISTIAN SCHOOL</b>
Free school, county town, southeast, 50% Christian admissions, largely white pupil population, mixed socio economic intake in a selective academic area.
<b>URBAN DIVERSE CHRISTIAN ACADEMY</b>
South East urban Christian Academy, BME pupil population largely from Christian and Muslim ethnic minorities (50/50), and from religious groups with a strong literalist traditions.
<b>ACADEMY (NOT RELIGIOUS)</b>
Academy (not a religious character) in a SE semi-rural county, largely poor white.
<b>INDEPENDENT SCHOOL</b>
Midlands low fee independent school with mixed religious pupil population.
<b>URBAN CATHOLIC ACADEMY</b>
Urban Catholic Academy drawing pupils from high socio-economic backgrounds.
<b>URBAN CATHOLIC ACADEMY</b>
Urban Catholic Academy with diverse largely BME pupil populations including many from poorer socio-economic groups.
<b>BOYS DIVERSE URBAN ACADEMY (NOT RELIGIOUS)</b>
Boys urban academy with religious and socio economically diverse pupil population.

## 5. Early thinking

- It makes a difference who your pupils are
- KS3 curriculum relates to GCSE
- Teachers' desire for knowledge
- Teachers' need for confidence with Islam
- Changing classroom language around texts

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