**Religious Education (RE) Policy**

**September 2023**

**Contents**

1. **Curriculum Statement**

**Intent**

The school follows the Hackney Agreed Syllabus for Religious Education in accordance with Hackney's 'Standing Advisory Council of Religious Education' (SACRE). In accordance with the agreed syllabus, Religious Education at William Patten:

- Is open and objective. It does not seek to urge religious beliefs on young people, nor compromise the integrity of their own religious position by promoting one tradition over another.
- Endeavours to promote a positive attitude toward people, respecting their right to hold different beliefs from their own.
- Promotes the values and attitudes necessary for citizenship in a multi-faith and multi-racial society through developing understanding of, respect for, and dialogue with people of different beliefs, practices, races and cultures.
- Recognises similarities and differences in commitment, self-understanding and the search for truth. Respecting and valuing these for the common good.
- Is not the same as collective worship, which has its own place in the educational life of the school, contributing to an informed, reflective, compassionate and caring school community.
- Promotes community cohesion through linking with partner schools through involvement with the Faith & Belief Forum.
- Recognises and celebrates the range of cultures and diversity of the school through workshops, assemblies and shared experiences of staff, children and people from the local community.

The RE curriculum at William Patten is organised to support the development of children's knowledge of religious and non-religious beliefs and worldviews, practices and ways of life and enable children to make links between these. It also develops children's knowledge and understanding of the different members of our rich and diverse community. Knowledge and skills are supported by first-hand experiences, including visits to local places of worship and visits from faith communities. Knowledge and skills are mapped to support children's understanding of religion and faith. The RE curriculum is also designed to support positive attitudes and values, and encourage children to reflect and relate learning to their own experience. Children learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, as part of its commitment to ensure mutual respect and tolerance for those with different faiths.

The syllabus recommends that any themes or 'Big Questions' are explored by investigating and reflecting on the responses of more than one religion or belief system. All the Hackney units therefore include an exploration of these themes or big questions through different perspectives. For example, the Big Question of 'How Did the World Begin?' in the year 6 unit is investigated through a variety of religious responses, including the Humanist response. Each unit encourages and promotes the contemplation of key concepts or themes within religions and comparing these with responses in other faiths, religions and belief systems. The syllabus has been created in a cyclical format to enable children to revisit and build on prior knowledge of the different beliefs and practices taught across the school.

Hackney SACRE promote RE and Collective Worship in the Borough, develop the good teaching of Religious Education in schools and support community cohesion. At William Patten, we are committed to providing our children with an exciting and positive learning environment, in which they have the opportunity to develop their knowledge and understanding of religions to support their spiritual, moral, social and cultural development.

**Implementation**

RE is taught in a weekly topic block each half term (autumn 1 - summer 1). Coverage is planned to link with key dates and religious festivals to provide opportunities to celebrate festivals and religions with greater consistency and contextual relevance. Work is recorded in topic books and is evidenced with a variety of outcomes, including written pieces, artwork and photographs.

Some units in the scheme of work are colour coded to indicate explicit cross-curricular links within each topic (blue – history, green – geography, yellow – science, pink – festivals). In addition to this, teachers identify, plan for and utilise further cross-curricular links which are stated on the school's 'RE Knowledge and Skills Progression Map'. As children progress through the programme of study, they are able to look deeper into spiritual, ethical, moral and social issues and with increasing breadth across different religions and worldviews through time and around the world. Learning is planned and sequenced to support pupils in building an ever-increasing picture over time, constantly building their knowledge and understanding of key subject knowledge and specialist vocabulary around concepts focusing on Believing, Living and Thinking. This ensures that the investigation, exploration and reflection of their own and others' responses to 'Big Questions' can continuously increase in depth, breadth and complexity. As pupils move through the Religious Education curriculum and the 'Big Questions' increase in complexity, depth and breadth, the expectations of pupils to explain 'what' the beliefs, practices and values are and the relationships between them, as well as explaining 'why' these are important and may make a difference to people, and 'how' they relate, change or impact on a wider world view also increases.

'Big Questions' relate to: What people believe and do (Believing), how people respond to big questions and issues (Thinking) and how beliefs and values make a difference to lives (Living). Therefore, the enquiry learning continuously builds to enable achievement the stated skills end points for each year. These are based on the SACRE **'Religious Education Skills Spectrum'** which itself reflects studies not only in pupils' development in mental capacity (including Bloom's Taxonomy and Maslow's "progression of needs") and also uses models for behavioural and moral development (C Graves), as well as research into spiritual development. Using these models, the skills end points can be divided into four key developmental stages, beginning with 'concrete' and 'fundamental' understanding, progressing to 'cognitive' and 'creative' thinking, moving towards 'critical' reflection and analysis and thinking with 'synergy'. The teaching of RE and the formation of the enquiry questions based on the Believing, Thinking and Living strands of the units are pitched to match these developmental stages, so that pupils can achieve the learning outcomes specified in this Spectrum appropriate for their age expectation.

Each new unit of work begins with a recap of the previous related knowledge from previous years. This helps children to retrieve what they have learnt in the earlier sequence of the programme of study, and ensures that new knowledge is taught in the context of previous learning to promote a shift in long term memory. Key vocabulary for the new topic is also introduced as part of this 'unit introduction' and children are shown the 'Topic Vocabulary (TV) Mat'. This provides definitions and accompanying visuals for each word to ensure accessibility to all. This approach also means that children are able to understand the new vocabulary when it is used in teaching and learning activities and apply it themselves when they approach their work.

The KWL process is used throughout each unit of work. Once children know the new vocabulary for the unit and how it relates to previous learning, the children are asked what they already know specifically about the new topic. This provides the teacher with an insight into the children's 'starting points' for the topic, to enable the use of assessment to inform planning. The children are then also asked what they would like to know and class

responses are collated and used to inform the programme of study to ensure an aspect of 'focussed interest planning'. A record of this process kept in children's topic books. At the end of the topic, children take part in a review of what they now know. At the end of the topic, children write a summary of what they know according to the key knowledge statements identified on the school's progression map for design and technology (as worded on the TV Mat of the topic). Teachers support the children and scaffold this 'knowledge summary' as appropriate, according to the children's age group as well as individual needs. This process is used to consolidate the key knowledge of the topic and each strand of knowledge included in the outcomes is ticked or highlighted.

Within all sequences of lessons, teachers plan a phase of progressive questioning which extends to and promotes the higher order thinking of all learners. Questions initially focus on the recall or retrieval of knowledge. Questions then extend to promote application of the knowledge in a new situation and are designed to promote analytical thinking, such as examining something specific. In design and technology, an example of this level of questioning might ask children to consider how a mechanical system (such as gears and pulleys) might speed up, slow down or change the direction of movement. The questions that teachers ask within the same lesson phase, then focus on the children's own work and how they might change or create an outcome and justify a choice they have made which is based on their evaluation.

Hackney SACRE continues to work with teachers in improving the quality of teaching and learning of RE by providing training, and publishing updated schemes of work and materials and guidance to develop and support SMSC, Assessment for Learning and effective teaching and learning strategies. The school is also involved with the Faith & Belief Forum as a means to enable link days between the children of William Patten and a local faith school to ensure that children develop a mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. The classes involved in the link later disseminate their work across the school to ensure the promotion of this fundamental value.

**Impact**

Alongside a whole school approach to celebrating different religious and cultural celebrations, the RE curriculum provides the means to celebrate the diversity of the school community and promote positive images of people in the wider community, including their beliefs, traditions, culture, language and history. It ensures that children develop spiritually, academically, emotionally and morally to promote and realise a better understanding of themselves and others and to equip with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world. As well as outcomes of work in children's books, children's understanding of religion and the ability to respond creatively to religious themes is also evidenced during the annual calendar competition. The printed outcome features a wide range of work from the children of William Patten and supports in raising the profile of religious education both across the school and borough.

2. **Teaching and Learning**

   **LI and Success Criteria**

- As part of the introduction to each new RE topic, teachers review what the children know already and identify what children would like to learn, to inform the programme of study so that it takes account of children's interests.
- The LI will be shared with the children, in the form of a 'Can I…?' question at the beginning of each lesson – this is stated at the beginning of lesson slides.

- Children will copy the LI from the board as the title for their recorded outcome.  This will be underlined with a ruler.  The LI can be provided on a sticker to identify individual children with SEND and children who are working below the age expectation.
- In each lesson, children are guided towards the learning intention through the use of success criteria. The SC will be shared at the beginning of the task, again evident in lesson slides.  The success criteria are in the form of a checklist that help the child to complete a specific task, or a list of the features that the outcome needs to include.
- At the end of each lesson, children review their work according to the success criteria.  The review process will usually take place through discussion, and children can interact during the process with thumbs up or down.
- If a child has had support during any part of the task completion, the code WS (with support) will be indicated.  If a child received adult support throughout the lesson or task, the ratio will be indicated eg 1:2. The code VFG is primarily used to indicate when verbal feedback has been given to address an error or misconception in the child's work.
- Teachers aim to provide a teaching environment, which encourages children to share, question, to reflect and to empathise.
- Teachers will use a mixture of teaching styles, including whole class, group, paired and individual.
- The teacher's role is not to facilitate the information on lesson slides, but to use them to support their teaching and to convey key information and instruction in a way that is visually accessible to all learners.
- Teachers devise progressive questions to enable higher order thinking throughout the each unit of work.  Teachers use Bloom's Taxonomy to inform the types of questions they are asking within each sequence of lessons and within individual lessons themselves.  The Bloom's Taxonomy Teacher Toolkit can be found at the end of this policy (P15)

- Teachers will seek to help children to acquire skills in the use of secondary resources, such as the internet, libraries etc.
- Teachers aim to ensure that the classroom ethos is such that all children's opinions are encouraged and valued.
- Teachers will ensure that their classroom is a place where religious education is active, positively welcomed and reflective of the current learning in the subject.
- A working wall will be used to support and celebrate learning, throughout each unit of work and this will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary.
- The children have access to the necessary resources, to further their own independent learning e.g. artefacts, books, etc.

Opportunities will be sought by the school to provide the children with access to places of design and technological significance and learning outside the classroom within units of work.  The subject leader themselves will identify and map school trips that support each of the design and technology topics, using the School Trips Mapping document.  This lists recommended trips that are appropriate to the topics of each subject that are being taught in each team. At the beginning of the year, teachers will choose one trip per half term from the list.

Teachers, in collaboration with SLT, subject and phase leaders, will ensure that there is diversity in the subjects that children are accessing school trips in.  The category that each trip falls under, is also mapped and considered at planning stage to ensure a broad and balanced enrichment offer. RE visits will generally involve places of worship.

| School Trip Categories | | | | | | | |
|---|---|---|---|---|---|---|---|
| Natural World – parks, woodland | Places of Worship | Architecture and Heritage - Historic sites and contemporary buildings | Artistic - Theatres, galleries and creative settings | Science and Discovery | Adventure Activity and Leisure Centres | Zoos and Aquaria | Regional/ national Museums |

Children from reception to Y6 have the option of accessing school trip locations via the London underground as well as local bus routes.

The school will also seek to provide access to people with specialist design and technology skills from the local and wider community to enrich the Religious Technology curriculum.

3. **Assessment**

Children's existing knowledge of the topic and the key related knowledge from previous year groups, is checked at the beginning of each unit as part of the KWL process. Children's knowledge and skills are continually assessed and developed by the teacher during lesson, in accordance with the lesson's success criteria. At the end of each lesson, children review their work (recorded or otherwise) according to the success criteria. The review process will usually take place through discussion, and children can interact during the process with thumbs up or down. Critical discussion, including that which generated by the teacher's progressive questioning also enables effective ongoing assessment.

Lessons are planned to ensure that key knowledge is developed over time, over the course of each science block and in the correct sequence. At the end of a topic, children will complete a short summary piece of writing that conveys what they have learnt throughout the topic. This writing can be prompted by visual cues and key words that focus on the key knowledge that children are summarising in their writing. This end of unit written summary will be scaffolded where appropriate, according to age and individual needs, so that task is achievable. Teachers will then tick each fact/knowledge statement that is included in this piece of writing.

Aims and objectives for RE are embedded in the individual teaching units of the scheme of work. The scheme of work incorporates the levels of achievement expected nationally and in Hackney and the school has mapped the key knowledge and skills of each unit to ensure that these build progressively throughout the programme of study.

The key indicators for assessment in religious education are:

**AT1 Learning about Religions:** Knowledge and understanding of:
- religious beliefs and teachings;
- practices and lifestyles;
- ways of expressing meaning.

**AT2 Learning from Religions:** Skills of asking and responding to:

- questions of identity and experience;
- meaning and purpose;

- values and commitments.

The syllabus was created to include guidance that provides greater support for the development of the skills in; enquiry, critical analysis, reflection and comparison. These all promote **AT2** in lessons, and are in line with the Ofsted subject reports of 2013 'Realising the Potential' which promoted the use of enquiry and critical thinking in RE lessons.

Short-term assessments are part of each lesson. Observations and careful questioning enable teachers to adjust lessons and brief other adults in the class if necessary. Children receive effective feedback through teacher assessment, either orally or through written marking work according to school policy.

There is a strong focus on developing the quality, presentation and content of children's written work across all subjects. The standard of children's writing is expected to be the same high standard across all subjects – teachers marking will address inaccuracies (such as, for example, inconsistencies in the use of capital letters and punctuation). It will also prompt when handwriting and grammar needs improvement, indicating an identified target and providing a suitable model where appropriate.

The majority of marking takes the form of highlighting. If a sentence or word is highlighted, it indicates a successful feature of the child's work. For example, this could indicate:

> - evidence that the skills/knowledge for the lesson have been applied;
> - use of key vocabulary or generally ambitious vocabulary;
> - good use of grammar (conjunctions to elaborate on a point), or any other literacy focus such as the use of capital letters, age appropriate punctuation etc to promote literacy lessons beyond English lessons
> - and/or any aspect of the child's work which is in line with the pedagogy of Design and Technology.

Although there will not always be a recorded outcome in children's books, task will be planned that provide plenty of opportunity for children to demonstrate the application of the key knowledge and skills for the lesson.

4. **Planning and Resources**

Each lesson in topic block is planned according to a specific knowledge statement, according to each subject's knowledge and skills progression map. Skills that are relevant to that lesson are also planned for and evident in the slides for that lesson.

Lesson slides are designed to be accessible to all children, as well as to avoid cognitive overload. Lesson slides are used by the teacher to support the teaching, as well as to convey key information and instruction to the children.

Teachers devise lesson slides according to what is stated on the progression map for RE according to the term and year group. The school has a format for lesson slides to support planning processes and to ensure consistency. Teachers can source from a range of recommended lesson resources, beginning with those from the Hackney SACRE scheme. Sourced resources for lesson slides might include imagery and ideas from slides from other schemes. However, these are not used in their entirety, to ensure a structured and consistent approach that is in line with the school's bespoke curriculum mapping.

The key vocabulary for each topic is mapped and shared with the children, with reference to the 'Topic Vocabulary (TV) Mat that each year group has created. This provides a graphic

organiser of the key vocabulary, the previous related knowledge and the current key knowledge of the topic. A laminated copy of the graphic organiser will be available on children's tables as a point of reference for children throughout the duration of each topic. One side of this 'Topic Vocabulary Mat' states the key vocabulary with picture cues, and the other provides definitions for key vocabulary, as well as further key information.   Responses to the 'What I'd like to know?' phase of the topic introduction, also enable and inform focussed interest planning which takes account of children's interests (as well as their starting points as informed by the 'What do I know already?' phase).

The RE curriculum is designed to ensure that all pupils have a high quality, coherent and progressive experience of the subject.  The school's RE knowledge and skills mapping is informed by and aligned to the Hackney SACRE Primary RE scheme of work. This scheme covers the requirements of the Hackney Agreed Syllabus and promotes good practice in religious education. When planning, teachers ensure that teaching and learning activities provide a suitable level of challenge for all learners, with appropriate task adaptation where necessary.  Lesson slides and resources are saved in the schools shared curriculum drive as a central resource.

Not all lessons will be planned to have a written outcome, but the lesson slides of lessons without a recorded outcome will indicate the key knowledge and skills covered and how these were taught, including what the children did.

High quality topic boxes, clearly labelled for each year group's topic per half term, are available to staff as part of a central supply of RE resources. Accompanying artefacts are maintained and replenished by the subject leader. The topic boxes are in a separate room and are easily accessible to teachers, along with a wide range of books to support and enhance teaching.

5. **Organisation**

RE will be taught in a blocked week each half term (autumn 1 – summer 1), in line with the Hackney SACRE overview -

Hackney Religious Education Primary schemes of work framework

| | | Autumn | | Spring | | Summer | |
|---|---|---|---|---|---|---|---|
| | A1 | A2 | B1 | B2 | C1 | C2 |
| Y1 | **How and why do people celebrate harvest?** <br> Hymn/song words, food packets, and a photo of a sukkah <br> Thank you cards and an invite <br> Dialogue <br> Lulav, and a collage <br> (Including Sukkot) -Revised June 2018 | **How and why do Christians celebrate Christmas** <br> Images of Jesus, carols <br> Nativity <br> Nativity story, precious gifts <br> Precious gifts, advent calendar <br> Revised September 2018 | **Who are the Muslims in our community?** <br> 5 pillars or fingers of Islam <br> *Adhan* (call to prayer) <br> *Halal* scenarios <br> Speech bubbles/diaries <br> Revised November 2019 | **What does Divali teach Hindus about good and evil?** <br> *Divali* story <br> Ideas about 'good' <br> Divali celebrations <br> Divali card <br> Symbolism of good in Divali <br> Revised January 2018 | **What is important to Jews?** <br> Abraham's story and *Shema* <br> Shema and Shabbat table <br> *Kippah* or *Mezuzah* <br> Revised April 2018 | School designed unit |
| Y2 | **What do Hindus believe?** <br> Roles and characteristics <br> Images/stories of Ganesh <br> Images/stories of Krishna <br> Comparison of Avatars and Role Models <br> Revised June 2018 | **What Values Does Hanukkah teach?** <br> Hanukkah story <br> Hanukkah and Jewish people today <br> Dreidel and Hanukkiah <br> Revised September 2018 | **What does is mean for a Christian to belong to the church?** <br> Collage of beliefs and symbols <br> Symbols of cross/crucifix <br> Features of a church building <br> Infant *baptism* ceremony <br> Revised November 2019 | **Why do Christians celebrate Jesus' resurrection at Easter?** <br> Why Jesus is special to Christians <br> Events in Jesus' life <br> Easter card <br> How cards show beliefs about Jesus <br> Revised January 2018 | **How do we know what is right or wrong?** <br> Rules for living; beliefs about heaven, hell, forgiving and temptation; Buddhist Wheel of Life and prayer <br> Symbolic clothing, temptation, a world without forgiveness <br> Temptation <br> 10 commandments Revised April 2018 | School designed unit |
| Y3 | **What is special about Guru Nanak?** <br> Birth ceremonies, stories and images of Guru Nanak <br> Birth cards, Guru Nanak images <br> Revised June 2018 | **What can we learn from the Bible?** <br> When Bible read, own stories <br> Parables, prayers, psalms <br> Bible cover design, Storyboard <br> Prodigal Son <br> Revised September 2018 | **Who are the Jews?** <br> Stories of Abraham <br> Abraham and Refugees <br> Research Temple and festivals <br> Jewish identity collage <br> Abraham and Jewish Identity <br> Revised November 2019 | **How do features of a mosque help Muslims pray?** <br> 5 pillars, mosque features <br> wudu, plan of a mosque <br> local mosque <br> prayer mat and mosque design <br> Revised January 2018 | **Why do believers go on pilgrimage?** <br> Special places <br> Pilgrimage sites <br> Brochures <br> Hajj <br> Revised April 2018 | School designed unit |
| Y4 | **How does the synagogue show what is important to Jews?** <br> 10 commandments, Torah <br> Synagogue <br> Tour guide, Torah question <br> Torah cover, synagogue feature <br> Revised July 2018 | **How do those who believe build a relationship with God?** <br> Beliefs, Murtis <br> symbols, places of worship <br> Mandir <br> Inside a Mandir <br> Murtis Revised September 2018 | **How do different Christians show their beliefs?** <br> Features in/of different churches <br> Tour guide or leaflet for a church <br> Guest speaker or... <br> Visit to a church <br> Investigate template of a feature <br> Revised November 2019 | **Why is the Qur'an special to Muslims?** <br> Muhammad pbuh and *Surah* <br> Speaker/Videos <br> Qur'an questions <br> Letter to library <br> Revised January 2018 | **What happens when we die?** <br> Poem, Research funeral practices <br> Thought logs/personal responses <br> Poem <br> Own beliefs <br> Revised June 2018 | School designed unit |
| Y5 | **What did the Buddha teach about living a better life?** <br> Anicca and 4 Noble Truths <br> Kira and Buddhist Teachings <br> Haiku and eightfold path <br> Revised June 2018 | **What happened to Islam in the Middle Ages?** <br> Maps, inventions, Crusades <br> Presenting research, 5 Pillars <br> War Revised September 2018 | **What are some of the beliefs and values of Sikhism?** <br> Sikh prayer, 5 K's, *Gurdwara* <br> Beliefs and values in Sikhism <br> Sikh beliefs and values in our society <br> Revised November 2019 | **What can we learn from the past?** <br> Seder Plate <br> Speaker/survivor stories <br> Lisa's story <br> Museum <br> teachings and responses <br> Memorials Revised February 2018 | **How are women valued and treated in religion and beyond?** <br> Hero's stories, religious texts, quotes <br> Heroes <br> Interviews <br> Heroes changing beliefs and values <br> June 2018 | School designed unit |
| Y6 | **What do Jews believe are their responsibilities to God?** <br> Shema, Adhan, Genesis, teachings on charity and environment <br> Charity <br> Charities Leaflet Revised June 2018 | **How does being in a community help Buddhists to follow the Buddha's teachings?** <br> Dharma, Metaphor of Raft <br> Monastic life and Buddhist temples <br> Buddhist Temple <br> Buddhist Shrine Revised October 2018 | School designed unit | School designed unit | **How did the world begin?** <br> Creation accounts, inc Genesis <br> Own creation story and celebration <br> Personal response to ultimate questions <br> Explanations of creation theories <br> Persuasive arguments <br> May 2018 | School designed unit |

School designed units: schools may develop or extend adjacent units or design their own units based on the **Hackney Agreed Syllabus 2013**    Revised SB Hackney RE Advisor Nov 2019 ©

The RE Knowledge and Skills Progression Map outlines the key knowledge for each unit and how these progress throughout the programme of study, as well as identified and planned cross-curricular links and opportunities for learning outside the classroom.

## 6. **EYFS**

While the statutory requirement for RE does not extend to children under compulsory school age, it can form a valuable part of the educational experience of children in the EYFS. EYFS teachers follow the Development Matters to design, plan and deliver RE across the Statutory Framework for EYFS. Lessons and activities foster children's learning and understanding of the world, including people and communities and these are aligned to and informed by the following Early Learning Goals:

**Communication and Language**

**ELG: Listening, Attention and Understanding**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

**Understanding the World**

**ELG: People, Culture and Communities**

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Religious Education in EYFS is enriched by the school's community links, which enables access to local places of worship.

7. **KS1 and KS2**

Children in KS1 and KS2 follow the Hackney Agreed Syllabus, which details what and how RE should be taught in our schools in Hackney.  The SACRE schemes of work includes a range of audio-video and paper resources that are created to support teachers in the effective delivery of Religious Education.

The following skills are central to religious education and are embedded in practice across the key stages, building progressively in line with the school's RE Knowledge and Skills Progression Map:

- **Investigating:** Knowing what may constitute evidence for understanding religions.
- **Interpreting:** The ability to draw meaning from artefacts, works of art and symbolism.
- **Reflecting:** The ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices.
- **Empathy:** The ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.
- **Evaluating:** Weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.
- **Synthesising:** Linking significant features of religion together in a coherent pattern.
- **Analysing:** Distinguishing key religious values and their interplay with secular ones.
- **Applying Knowledge:** Identifying key religious values and their interplay with secular ones.
- **Expressing Knowledge and Ideas:** The ability to explain concepts, rituals and practices.
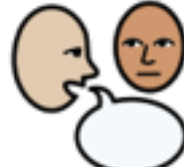
Religious Education in KS1 and KS1 is enriched by the school's community links, which enables access to local places of worship.  The school also works closely with the Faiths and Beliefs Forum to facilitate partnership working with local faith schools through link days which are disseminated across the school by the classes taking part.

Children' s work in books will mostly be their own recorded writing.  Pages of scaffolded work will only be stuck into children's books when this is absolutely necessary.
In some instances, children might stick a diagram or visual into their books that they will label or respond to into their books, rather than completing the entirety of an outcome on a separate sheet which is then stuck in.
In RE, it might be appropriate for children to record a their learning of a religious event or practice onto a provided format within the Hackney SACRE.  However, the majority of children will record their work directly onto the pages of their book, using the layout provided as a point of reference.  This will enable greater ownership and pride in recorded outcomes.

During RE lessons, a 'Features of an RE Lesson' poster is clearly displayed on the wall.  This has been explained to children, so they know what is in place to help them learn according to the pedagogy of the subject.

## Features of a Religious Education (RE) Lesson

| 1. RECAP and LEARNING INTENTION | |
|---|---|
| • We recap what we know from the previous lesson or in previous year groups if we are at the start of our topic. | |
| My teacher shares the LI with the class as a question – 'Can I..?' | |

| 2. TEACHING | |
|---|---|
| **Introduction to New Learning** | |
| • We find out what we are going to be doing and will learn about different religious beliefs, people and symbols. | |

### We learn about

| Some of the thing that different groups of people believe and do | How beliefs and values make a difference to lives. | How different groups and individuals respond and might respond to ultimate questions and big issues. |
|---|---|---|

### We might

| • Listen to religious stories. | • Learn from the experiences of others. | • Talk with our partners and take part in small group and class discussions. | • Look at a religious artefact from a specific religion. |
|---|---|---|---|

| 3. SUCCESS CRITERIA | |
|---|---|
| The success criteria will then tell me how I can complete the task today! | |

### 4. INDEPENDENT WORK

**We will often be developing one or more of the following skills**

| Investigating | Interpreting meaning from artefacts, works of art and symbolism. | Reflecting on feelings, relationships, experience, questions, beliefs and practices. | Empathising – considering the thoughts, feelings, experiences, attitudes, beliefs and values of others. | Synthesising – recognising and making links between the features of different religions | Using my knowledge to: • Recall • Recount • Sequence • Suggest • Describe • Explain • Evaluate |
|---|---|---|---|---|---|

Recording

| 5. REVIEW | |
|---|---|
| We can use the success criteria to help us decide if we have met the learning intention. | |

8. **Equal Opportunities**

Attitudes such as respect, care and concern should be promoted through all areas of school life. There are some attitudes that are fundamental to religious education in that they are prerequisites for entering fully into the study of religions and learning from that experience.

- **Commitment:** Understanding the importance of commitment to a set of values by which to live one's life.
- **Fairness:** Listening to the views of others without prejudging one's response.
- **Respect:** Respecting those who have different beliefs and customs to one's own and the avoidance of ridicule.
- **Self-understanding:** Developing a mature sense of self-worth and value.
- **Enquiry**: Curiosity and a desire to seek after the truth and willingness to value insight and imagination as ways of perceiving reality.

9. **Inclusion**

We aim to explore creative and flexible ways of providing RE. Planning takes account of the school's own context and the curriculum is designed to provide a broad and balanced learning experienced, enriched with schools visits and visitors that are inclusive to all. The provision is also adapted, for example, through effective differentiation, to ensure appropriate challenge to all learners.

The following aspects of RE lessons are examples of how the school ensures an inclusive provision:

- All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in Religious Education.
- Topic vocabulary is explained to the children from the onset of the topic, with accompanying definitions and visual cues, to ensure that all children develop and are able to use a range of vocabulary according to the project.
- Within each topic, teachers use 'word aware' to help children from identified vulnerable groups who would benefit. In Religious Education, the word chosen for this is generally a technical term that is not a high frequency word.
- Key knowledge for all children is also provided on the TV (knowledge) mat, which is available for all children to refer to throughout the study, on their tables. Further use of assistive technology is also considered where appropriate for individual learners; this might include the use of widget to support instructions for construction, or the use of an electronic devise to support research.
- QR codes, photographs and print outs/screen shots of tasks completed on a computer or app can be used to evidence a learning process where the child has not produced a recorded outcome.
- Each class also has a working wall, which evolves with the topic. Teachers use this to reinforce the key knowledge and skills.
- Teaching assistants are expected to provide written feedback alongside the outcome or success criteria of the children they have supported as part of the monitoring and assessment of progress in the subject.

Teachers use a range of inclusion strategies, including paired work, open questions and direct, differentiated questioning and the activation of prior knowledge and contextual

learning to support and enable children to deploy skills, ask questions and explore answers, as learners, to continually extend their learning.

## 10. **Role of the Subject Leader**

Lesson slides and outcomes for each unit of work will be monitored by the SLT, in collaboration with subject and phase leaders.   This will inform any necessary follow-up action and support, to ensure that school systems are consistent across year groups, age phases across the school throughout the curriculum.   This is part of the school's commitment to ensure a high quality, broad and stimulating curriculum.

The subject leader will:

- Raise the profile of Religious Education at William Patten through their own practice, by promoting Religious Education displays around the school and by providing teachers with information on various religious festivals celebrated at certain times of year.
- Develop opportunities for parents/carers to become involved in Religious Education. For example, by ensuring that parents and carers that can share their own experiences of a religious celebration or custom, through effective prior communication with parents about whole school celebrations and relevant classroom topics.
- Keep up to date on current developments in Religious Education (including through participation in borough forums) and disseminate information to colleagues.
- Organise, maintain, audit and purchase Religious Education resources.
- Sustain the school's partnership working with local faith schools in collaboration with the Faiths and Beliefs Forum.
- Ensure that children's understanding of different religions and beliefs, as well as places of worship, is supported by frequent, continuous and progressive learning outside the classroom.
- Monitor outcomes of work to ensure a high standard of work in line with termly content, ensuring evidence of acquisition of the identified key knowledge and, where appropriate, the development of skills identified for each topic.

Regular opportunities will be provided throughout the year for moderation of children's achievement, according to the programme of study for their year group.    The subject leader will use the outcomes of this process to support further development in science, as well as the findings from regular book looks (where teachers across year groups will view outcomes of work in each subject).  The book look process itself will provide an opportunity to recognise, celebrate and disseminate good practice, and inform judgements as to the progress being made towards identified whole school and subject priorities.

In-house moderation and Book looks will be scheduled to take place within teachers' directed time.

## 11. **Parents**

At William Patten School, the significance of children's experiences at home is recognised and children are encouraged to report on home observations and practices. We recognise that the teaching of religious beliefs usually begins in the home, and that carers and parents have a valuable role to play in assisting in their child's learning. Parents and carers are encouraged to share beliefs and practices in class and are actively encouraged to participate and share their experiences and knowledge in whole school celebrations, such as the summer term Eid party.

Where RE homework is set, this will be clearly communicated and will provide further means to involve parents in their child's learning in the subject.

Information on the content of each year group's RE curriculum is provided through the autumn term curriculum letter and is available to view on the RE page of the school's website. Parents are informed of their child's learning at Open Evening and in the annual end of year report.

**This policy will be reviewed annually by the Governing body.**

**Policy Agreed:**          **September 2023**
**Policy Review Date:**     **September 2024**

# Bloom's Taxonomy: Teacher Planning Kit

LOW LEVEL THINKING SKILLS → HIGH LEVEL THINKING SKILLS

## Knowledge
Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

**Key words:** Choose, Copy, Define, Duplicate, Find, How, Identify, Label, List, Listen, Locate, Match, Memorise, Name, Observe, Omit, Quote, Read, Recall, Recite, Recognise, Record, Relate, Remember, Repeat, Reproduce, Retell, Select, Show, Spell, State, Tell, Trace, What, When, Where, Which, Who, Why, Write

**Actions:** Describing, Finding, Identifying, Listing, Locating, Naming, Recognising, Retrieving

**Outcomes:** Definition, Fact, Label, List, Quiz, Reproduction, Test, Workbook, Worksheet

**Questions:**
- Can you list three ...?
- Can you recall ...?
- Can you select ...?
- How did _____ happen?
- How is ...?
- How would you describe ...?
- How would you explain ...?
- How would you show ...?
- What is ...?
- When did ...?
- When did _____ happen?
- Where is ...?
- Which one ...?
- Who was ...?
- Who were the main ...?
- Why did ...?

## Comprehension
To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

**Key words:** Ask, Cite, Classify, Compare, Contrast, Demonstrate, Discuss, Estimate, Explain, Express, Extend, Generalise, Give examples, Illustrate, Indicate, Infer, Interpret, Match, Observe, Outline, Predict, Purpose, Relate, Rephrase, Report, Restate, Review, Show, Summarise, Translate

**Actions:** Classifying, Comparing, Exemplifying, Explaining, Inferring, Interpreting, Paraphrasing, Summarising

**Outcomes:** Collection, Examples, Explanation, Label, List, Outline, Quiz, Show and tell, Summary

**Questions:**
- Can you explain what is happening . . . what is meant . . .?
- How would you classify the type of ...?
- How would you compare ...? contrast ...?
- How would you rephrase the meaning ...?
- What can you say about ...?
- What facts or ideas show ...?
- What is the main idea of ...?
- Which is the best answer ...?
- Which statements support ...?
- Will you state or interpret in your own words ...?

## Application
To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

**Key words:** Act, Administer, Apply, Associate, Build, Calculate, Categorise, Choose, Classify, Connect, Construct, Correlation, Demonstrate, Develop, Dramatise, Employ, Experiment with, Group, Identify, Illustrate, Interview, Link, Make use of, Manipulate, Model, Organise, Perform, Plan, Practice, Relate, Represent, Select, Show, Simulate, Solve, Summarise, Teach, Transfer, Translate, Use

**Actions:** Carrying out, Executing, Implementing, Using

**Outcomes:** Demonstration, Diary, Illustrations, Interview, Journal, Performance, Presentation, Sculpture, Simulation

**Questions:**
- How would you use ...?
- What examples can you find to ...?
- How would you solve _____ using what you have learned ...?
- How would you organise _____ to show ...?
- How would you show your understanding of ...?
- What approach would you use to ...?
- How would you apply what you learned to develop ...?
- What other way would you plan to ...?
- What would result if ...?
- Can you make use of the facts to ...?
- What elements would you choose to change ...?
- What facts would you select to show ...?
- What questions would you ask in an interview with ...?

## Analysis
To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

**Key words:** Analyse, Appraise, Arrange, Assumption, Breakdown, Categorise, Cause and effect, Choose, Classify, discussion, Discover, Discriminate, Dissect, Distinction, Distinguish, Divide, Establish, Examine, Find, Focus, Function, Group, Highlight, In-depth, Inference, Inspect, Investigate, Isolate, List, Motive, Omit, Order, Organise, Point out, Prioritize, Question, Rank, Reason, Relationships, Reorganise, Research, See, Separate, Similar to, Simplify, Survey, Take part in, Test for, Theme, Comparing

**Actions:** Attributing, Deconstructing, Integrating, Organising, Outlining, Structuring

**Outcomes:** Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

**Questions:**
- What are the parts or features of ...?
- How is _____ related to ...?
- Why do you think ...?
- What is the theme ...?
- What motive is there ...?
- Can you list the parts ...?
- What inference can you make ...?
- What conclusions can you draw ...?
- How would you classify ...?
- How would you categorise ...?
- Can you identify the difference parts ...?
- What evidence can you find ...?
- What is the relationship between ...?
- Can you make a distinction between ...?
- What is the function of ...?
- What ideas justify ...?

## Synthesis
To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

**Key words:** Adapt, Add to, Build, Change, Choose, Combine, Compile, Compose, Construct, Convert, Create, Delete, Design, Develop, Devise, Discover, Discuss, Elaborate, Estimate, Experiment, Extend, Formulate, Happen, Hypothesise, Imagine, Improve, Innovate, Invent, Make up, Maximise, Minimise, Model, Modify, Original, Originate, Plan, Predict, Produce, Propose, Reframe, Revise, Rewrite, Simplify, Solve, Speculate, Substitute, Suppose, Tabulate, Test, Theorise, Think, Transform, Visualise

**Actions:** Constructing, Designing, Devising, Inventing, Making, Planning, Producing

**Outcomes:** Advertisement, Film, Media product, New game, Painting, Plan, Project, Song, Story

**Questions:**
- What changes would you make to solve ...?
- How would you improve ...?
- What would happen if ...?
- Can you elaborate on the reason ...?
- Can you propose an alternative ...?
- Can you invent ...?
- How would you adapt _____ to create a different ...?
- How could you change (modify) the plot (plan) ...?
- What could be done to minimise (maximise) ...?
- What way would you design ...?
- Suppose you could _____ what would you do ...?
- How would you test ...?
- Can you formulate a theory for ...?
- Can you predict the outcome if ...?
- How would you estimate the results for ...?
- What facts can you compile ...?
- Can you construct a model that would change ...?
- Can you think of an original way for the ...?

## Evaluation
To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

**Key words:** Agree, Appraise, Argue, Assess, Award, Bad, Choose, Compare, Conclude, Consider, Convince, Criteria, Criticise, Debate, Decide, Deduct, Defend, Determine, Disprove, Dispute, Effective, Estimate, Evaluate, Explain, Give reasons, Good, Grade, How do we, Importance, Infer, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Persuade, Prioritise, Prove, Rate, Recommend, Rule on, Select, Support, Test, Useful, Validate, Value, Why

**Actions:** Attributing, Checking, Deconstructing, Integrating, Organising, Outlining, Structuring

**Outcomes:** Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

**Questions:**
- Do you agree with the actions/outcomes ...?
- What is your opinion of ...?
- How would you prove/disprove ...?
- Can you assess the value/importance of ...?
- Would it be better if ...?
- Why did they (the character) choose ...?
- What would you recommend ...?
- How would you rate the ...?
- What would you cite to defend the actions ...?
- How would you evaluate ...?
- How could you determine ...?
- What choice would you have made ...?
- What would you select ...?
- How would you prioritise ...?
- What judgement would you make about ...?
- Based on what you know, how would you explain ...?
- What information would you use to support the view ...?
- How would you justify ...?
- What data was used to make the conclusion ...?