

# RE IMPLEMENTATION AND CURRICULUM PROGRESSION



## RE Implementation and Progression at Black Horse Hill Infant School

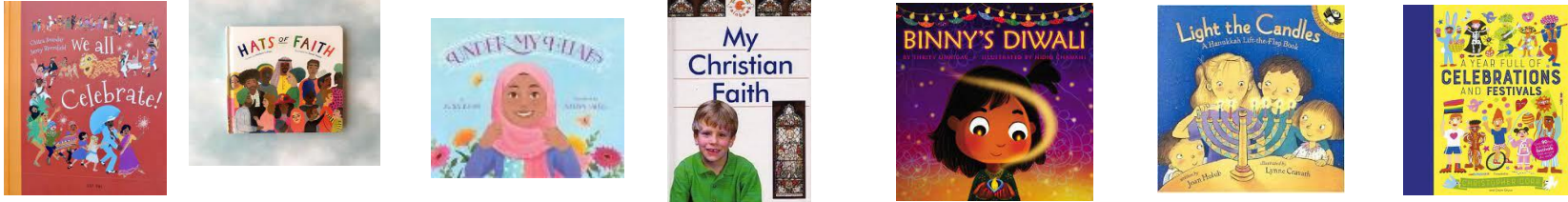


Vocabulary and Reading Development	Inclusion	Assessment
<p>Spoken language is promoted in all lessons for all children including strategies such as: no hands up , explicit teaching of vocabulary, modelled thinking and use of vocabulary by the teacher, think, pair, share and Talk Partners.</p> <p>Reading is promoted wherever possible and wider texts are used to deepen knowledge across all subject areas.</p>	<p>All children will be given the same task because we believe in teaching a mastery approach across all subject areas and equal access for all.</p> <p>Quality first teaching for all children</p> <p>Lots of scaffolded practice for all children and this is continued in focus groups if required.</p> <p>Focus groups with adult support</p> <p>Talk partners to build confidence</p> <p>Now and next boards to support completion of tasks</p> <p>Intervention</p> <p>External advice sought to support inclusion</p>	<p>Prior knowledge/retrieval opportunities are included at the beginning of units of work so that planning can be adapted/amended to support gaps or misconceptions.</p> <p>Clear sequence of lessons which identify the key knowledge that children need to know at the end of a lesson/unit of work.</p> <p>Children’s books</p> <p>Assessment Questions</p> <p>Pupil Voice</p>
Retrieval practice (Knowing more and remembering more)	Cultural Capital opportunities	British values and SMSC
<p>Expectations for classroom working walls.</p> <p>Revisit sessions</p> <p>Retrieval/fluency sessions</p> <p>RE books (From F2 to Yr 2)</p>	<p>Visitors – Open the Book Assembly fortnightly provided by St Michael of All Angels Church</p> <p>School celebrations – Easter, Christmas, Shrove Tuesday</p> <p>Diwali, Holi, Hanukah, Eid, Ramadan</p>	<p>Teaching children to respect and value diversity is encouraged in the day-to-day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.</p> <p>We approach the teaching of RE with an awareness to children’s different faiths and beliefs.</p>



## Black Horse Hill Infant School RE Curriculum Progression Map

				<b>Vocabulary</b>
<b>F1</b>	<p>Make connections between the features of their family and other families.</p> <p>Celebrations and Festivals -</p> <p>An introduction to Diwali</p> <p>Our own family celebrations</p> <p>The Christmas Story –</p> <p>Introduction to the Bible</p>	<p>Plant seeds and grow plants</p> <p>An introduction to Easter and the Easter Story</p> <p>An introduction to Holi</p> <p>An introduction to Eid</p> <p>Chinese New Year</p>	<p>Read the story – “The Proudest Blue” by Ibtihaj Muhammad and learn about the hijab</p> <p>Talk about the beach, the environment and sea animals.</p>	<p>Diwali, festival, celebration, family, Christmas, Jesus, Easter, Holi</p>
<b>F2</b>	<p>Why am I special?</p> <p>Who is special to me – friends and family</p> <p>My My Feelings</p> <p>Harvest</p> <p>Christmas (Jesus’ Birth/A Special Baby</p> <p>Festival of Light/Diwali</p>	<p>The Bible the special book</p> <p>Jesus a special person in a special book</p> <p>Chinese New Year</p> <p>Easter</p> <p>New life</p> <p>A Baptism</p> <p>Marriage (Christianity)</p> <p>Holi</p> <p>Mothering Sunday</p> <p>Special stories (New Testament - Christianity)</p>	<p>Special stories (Old Testament, including the creation story - Christianity</p> <p>Our special world and how we can look after it</p>	<p>Christianity, marriage, festival, Diwali, Jesus, Bible, Baptism, Holi, Mothering Sunday, Islam, Easter, church</p>
<b>Year 1</b>	<p><b>A1</b> - What do Christians believe they need to do in order to lead a good life?</p> <p><b>A2</b> – The Story of Christmas</p>	<p><b>Sp1</b> – What is it like to follow a Jewish way of life in Britain today? - Life from the perspective of a Jewish Child</p> <p><b>Sp2</b> – Why does Easter matter to a Christian child?</p>	<p><b>S1</b> – Special Places: the Jewish Home</p> <p><b>S2</b> - Belonging- What does it mean to belong?</p>	<p>Belonging, family, symbol, faith, Christian, festival, celebration, Christmas, worship, church, Moses, Torah,Passover, Synagogue, prayer, belief, Easter, new life, Last Supper, Palm Sunday, Easter Sunday, betrayal, place of worship, crucifix,bible,rosary</p>

<p><b>Year 2</b></p>	<p><b>A1</b> - What is important to Christians in stories about Jesus?</p> <p><b>A2</b> - Light of the World</p>	<p><b>Sp1</b> - Faith stories - What makes stories important?</p> <p><b>Sp2</b> – Easter celebrations and symbols - What happened at Easter and how does it make people feel?</p>	<p><b>S1</b> - Our World - What Responsibility Has God Given People for Taking Care of Creation?</p> <p><b>S2</b> - How do people demonstrate their beliefs? Link to Humanism</p>	<p>Jesus, Bible, Jesus ,Leader, follower, Bible, Christian, Jew, Miracle, Forgiveness, Belief, Faith, Role model, Disciples, Celebration, Festival, Christmas, Advent, Hope, Joy, Peace, Christingle Old Testament, New Testament, Torah, Easter, Palm Sunday, Holy Week, Maundy Thursday, Easter Sunday, cross, symbolism, Adam, Eve, Garden of Eden, Natural world, Environment, humanist, non-religious</p>
<p><b>Wider Texts to support the teaching of RE.</b></p>				

\*\*\*See assembly tracker

## RE Lesson Structure

### Long Term Memory (Retrieval)

Review and revisit previous knowledge-make links to knowledge from previous lesson, unit, term, year.

Amend future planning to incorporate and gaps in knowledge.

### Introduce new knowledge

### Review-has learning been successful?

Teachers and children will review the learning that has taken place. Misconceptions addressed and feedback given.