

# RE IMPLEMENTATION AND CURRICULUM PROGRESSION



# RE Implementation and Progression at Black Horse Hill Infant School

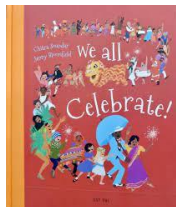
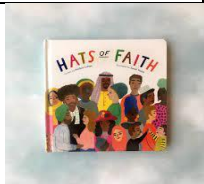

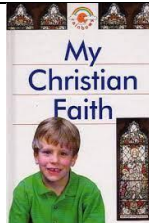
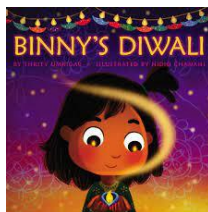
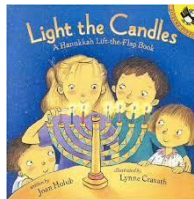
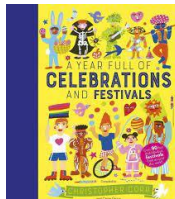


Vocabulary and Reading Development	Inclusion	Assessment
<p>Spoken language is promoted in all lessons for all children including strategies such as: no hands up , explicit teaching of vocabulary, modelled thinking and use of vocabulary by the teacher, think, pair, share and Talk Partners.</p> <p>Reading 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>Knowledge Quizzes</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

	Autumn	Spring	Summer	Vocabulary
<b>Foundation 1</b>	Make connections between the features of their family and other families. Celebrations – An introduction to Diwali Our own family celebrations The Christmas Story	Plant seeds and grow plants An introduction to Easter	Read the story – “The Proudest Blue” by Ibtihaj Muhammad and learn about the hijab Talk about the beach, the environment and sea animals.	Diwali, festival, celebration, family, Christmas, Jesus, Easter.
<b>Links to Development Matters</b>	Begin to make sense of their own life-story and family history Continue to develop positive attitudes about the difference between people.	Begin to understand the need to respect and care for the natural environment and all living things Begin to make sense of their own life-story and family history Continue to develop positive attitudes about the difference between people.	Continue to develop positive attitudes about the difference between people. Begin to understand the need to respect and care for the natural environment and all living things	
<b>Foundation 2</b>	I am Special My Feelings Harvest Marriage (Christianity) Christmas (Jesus’ Birth/A Special Baby Festival of Light/Diwali	Jesus a Special Person in a Special Book Easter New Life (Baptism) Holi Mothering Sunday	Islam (How the family prepares for and Celebrates festivals)	Christianity, marriage, festival, Diwali, Jesus, Bible, Baptism, Holi, Mothering Sunday, Islam, Easter.
<b>Year 1</b>	<u>Gifts</u> – Harvest How we share at Harvest time. <u>Preparing for a Celebration</u> What does it mean to belong to Christianity? Christian celebrations and how we prepare to celebrate (Advent and Christmas)	<u>New Beginnings</u> How is New Year celebrated?  <u>Easter</u> What is the meaning of Easter? Palm Sunday Who is Jesus? Where was Jesus going? Why did Jesus die?	<u>Wonderful World</u> How did our world begin? What do Christians believe about how the world was created? *To learn how the world began (other beliefs). *Foster an attitude of caring.	Jesus, Harvest, celebration, Christianity, Advent, Christingle, Bible, New Testament, Nativity, new beginnings, Islam, birth, death, resurrection, tomb, cross, new life, world, planet, creation, Old Testament, Allah, prophet, Mecca.

	<p>The New Testament – What do we know about Jesus' birth? What is Christingle?</p> <p><b><u>Islam</u></b> The birth of a child as a blessing. The naming of a child. Re-tell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom, recognising the traditions from which they come. Notice and respond sensitively to some similarities between different religions and worldviews.</p>		<p><b><u>Our Planet</u></b> Caring for the Planet</p>	
<b>Year 2</b>	<p><b><u>Hinduism</u></b> What do Hindus believe? What is Hinduism? Diwali – What is it and how is it celebrated? The importance of Krishna, Rama and Shiva. Puja in the home and Temple, the Shrine. The story of Rama and Sita</p> <p><b><u>Christmas</u></b> Festival of Light including Christmas Why is light important to us? Why do we think of light at Christmas? Where is the link between the birth of Jesus and light?</p>	<p><b><u>Special Places</u></b> Christianity - How do I feel in my special place? The church and the specific roles in the church. Where is a special place to Christians on Earth? What makes a place special? Why do Christians go to church? What are the symbols?</p> <p><b><u>Easter:</u></b> Good Friday and Easter Sunday Why and how do Christians celebrate Easter? What happened on Easter Sunday? How do we remember special events? What are the Christian symbols for remembering the Easter Story?</p> <p>Who was John the Baptist?</p>	<p><b><u>Me and My Family and Friends</u></b> What does it mean to belong? Who are friends? Do rules show that we belong? Why do we have rules? Who were the friends of Jesus? Was it easy being a friend to Jesus? How was Jesus a friend to others? Who is in my family? What is it like to be part of a family?</p>	<p>Hinduism, Hindus, Deity, Shiva, Vishnu, Diwali, Rama, Starlight, Jesus, Bible, Christmas, Nativity, Advent, Special Place, Church, altar, pews, pulpit, stained glass window, font, lectern, symbols, Easter, family, belonging, disciples.</p>

		What happens when someone is baptised? What did Jesus do when he grew up?					
Wider Texts to support the teaching of RE.							

\*\*\*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

Teacher introduces vocabulary and new knowledge in small steps to the children making links to prior learning.

Teachers will provide modelling, explanations and practice to the children.

### Developing the Knowledge

Teachers will ask questions and use strategies to check for pupil understanding and to identify the next steps in the lesson.

### Review-has learning been successful?

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