



South Gosforth First School **Religious Education - Subject Overview**



‘If we want our pupils to exist in a global world, they need to understand the billions of people who are professed members of a faith. Pupils need to understand the culture and society in which they live. R.E helps our children to understand the world’ – Mary Myatt

Religious Education at South Gosforth First School

Through our Religious Education curriculum, our pupils foster a sense of curiosity about different religions and cultures, which enables them to confidently express their ideas and beliefs. In our diverse city and country, our R.E curriculum promotes understanding and compassion, placing a heavy emphasis on community cohesion, which is supported by our ‘No Outsiders’ ethos.

We facilitate our children to learn both disciplinary and substantive knowledge about different world religions, practices and cultures and we build in mechanisms within our units of work to ensure that pupils can demonstrate what they know and what they have remembered, so that our teachers are best placed to take learning forward. Our R.E curriculum also plays a unique role in promoting the spiritual, moral, social and cultural development of our children, whilst supporting them to gain a greater understanding of themselves when exploring, discovering and learning more about religions and cultures within the world in which they live - Our ultimate goal is for our pupils to become confident, knowledgeable, well-informed and compassionate individuals.

As part of our broad and comprehensive R.E curriculum, we contribute towards our children’s personal development and resilience, offering meaningful opportunities for creative expression. Our inclusive R.E curriculum is accessible to all - Every one of our pupils has the same starting point, with necessary adaptations, in order to prepare them to thrive in a multicultural world and participate effectively in a modern and diverse society.

Intent			
How our key drivers are lived through our R.E curriculum			
Character	Culture	Creativity	Challenge
We want the children to be knowledgeable, confident and caring learners. They will reflect on what it means to develop their own spiritual, moral, social and cultural beliefs in a multicultural and diverse world. We make sure lessons are planned sensitively so that children can be themselves and feel confident to join in discussions, knowing there is no right or wrong in their own path of personal development.	We want children to be compassionate, inclusive and thoughtful learners. The children will cover Christianity alongside some of the key principle religions; Islam, Judaism, Hinduism and Buddhism as well as celebrating all religions in our school and wider community. We know that not all children have a religious belief, and we are mindful of that through our broad and balanced RE curriculum. We are sensitive within our lessons, making sure to compare different world views.	We want the children to be creative, inquisitive and curious learners. Our RE lessons are engaging, open-ended and encourage children to explore, question, and express their understanding of religious concepts in different ways. RE lessons place an emphasis on active learning through planned discussions, artefact investigations, stories, role-playing/hot seating, group work and research.	We want the children to be persuasive, ambitious and resilient learners. In RE lessons, challenge should spark critical thinking, embrace diverse perspectives, and inspire a deeper exploration of both religious and non-religious worldviews. We will achieve this through engaging activities such as role-playing, debates, and examining real-world case studies.



Early Years

Nursery

Understanding the World

People, Culture & Communities

Reception

Key Stage One

Religious Education

Nursery	Reception
• Enjoy joining in with family customs and routines. • Discuss belonging to different groups (Nursery, family, dancing etc.) • Show interest in photographs of themselves and familiar people and objects. • Be curious about people and show interest in stories about themselves and their family. • Remember and talk about significant events in their own experience. • In pretend play, imitate everyday actions and events from their own family and cultural background. • Develop their sense of responsibility and membership of a community. • Learn about different festivals and celebrations e.g. Christmas, Easter, Diwali.	• Talk about themselves, their families and people who are special to them. • Talk about significant events in their own lives. • Recognise and describe special events - Diwali, Christmas. • Recognise that people have different beliefs. • Respect differences - talk about the lives of people around us.



Reception – Year 4			
	Autumn	Spring	Summer
Reception	Foundation Unit 1 – The importance of Belonging (Sp, S, C, M) Foundation Unit 2 – Harvest Festivals Concept – Communities /Celebration Discipline - Philosophy	Foundation Unit 1 – The importance of Belonging (Sp, S, C, M) Concept – Communities Discipline - Social Sciences	Foundation Unit 3 – Friends of Jesus (Sp, S, C, M) Concept – Authority Discipline - Theology
Year 1	Unit 1 – Christianity - Expressions of Belonging (Sp, S, C, M) Concept – Communities Discipline - Philosophy Unit 2a – Christmas and Hanukkah (Sp, S, C, M) Concept – Festivals Discipline - Social Sciences	Unit 5 – Christian Practices and Beliefs (S, C, M) Concept – Beliefs Discipline - Social Sciences Unit 2b - Easter (Sp, S, C, M) Concept – Festivals Discipline - Theology	Unit 6 – Ideas about God in Christianity and Judaism (Sp, S, C, M) Concept – Authority Discipline - Theology Unit 7 – Judaism – Torah and Shabbat (Sp, S, C, M) Concept – Authority Discipline - Philosophy
Year 2	Optional Unit 1 - Other religion - Expressions of Belonging (Sp, S, C, M) Concept – Communities Discipline - Philosophy Unit 3 – Introducing the Bible through characters and stories (Sp, M) Concept – Teachings Discipline - Theology Unit 2a – Christmas and Hanukkah (short review – refer to Y1)	Unit 4 – Teaching through stories and parables (Sp, M) Concept – Authority Discipline - Philosophy Unit 2b – Easter (Sp, S, C, M) Concept – Festivals Discipline - Theology	Unit 8 – Judaism – Beliefs and Practices (Sp, S, C, M) Concept – Beliefs Discipline - Social Sciences Unit 8 – Judaism – Beliefs and Practices Concept – Beliefs Discipline - Social Sciences
Year 3	Unit 1 – Expressions of Identity (Sp, S, C, M) Concept – Communities Discipline - Social Sciences Unit 2a – Meanings within Christmas and Divali (Sp, S, C, M) Concept – Festivals Discipline - Theology	Unit 3 – The content and significance of the Bible (Sp, M) Concept – Authority Discipline - Social Sciences Unit 2b – Meanings within Easter (Sp, S, C, M) Concept – Festivals Discipline - Theology	Unit 7 – Hinduism – God and Worship in the home (Sp, S, C, M) Concept – Authority Discipline - Philosophy Unit 8 – Hinduism – Beliefs and Practice (Sp, S, C, M) Concept – Beliefs Discipline - Philosophy
Year 4	Unit 1 – Expressions of Identity (Sp, S, C, M) Concept – Communities Discipline - Philosophy Unit 2a – Meanings within Christmas and Divali (Sp, S, C, M) Concept – Festivals Discipline - Theology	Unit 5 – Religions in the local community (S, C, M) Concept – Communities Discipline - Social Sciences Unit 4 – The Person of Jesus (Sp, S, C, M) Concept – Authority Discipline - Philosophy	Unit 6 – The Meaning of Signs and Symbols in Religion (Sp, C, M) Concept – Beliefs Discipline - Social Sciences Unit 5 – Religions in the local community (Continued) (Sp, S, C, M) Concept – Communities Discipline - Philosophy



Concepts in R.E

Beliefs - A core concept in RE, encompassing the ideas and values that individuals and communities hold as true.

Communities - The sense of belonging and shared identity within a religious or cultural group.

Authority - Understanding the sources of power and influence within religious and non-religious contexts.

Festivals - Religious and cultural celebrations that mark significant events and beliefs.

Disciplines in R.E

Social Science – A social scientist is someone who thinks about how people live, think and act. They look at how people form groups and how they relate to each other.

Theology – A theologian explored thinking through believing (interpretation of events/stories etc)

Philosophy – A philosopher thinks through thinking (thinking, reasoning and making judgements)



Learning Links with R.E across the Curriculum			
	Collective Worship	PSHE	Other Areas of Learning
Reception	Through whole class sessions	Autumn Families and Friendships - Respecting ourselves and others Spring Belonging to a Community	Art – The Finding of Moses (Take One Picture) Understanding of the World – Comparing Places PSED
Year 1	Autumn Core values – how can we show values in our school? Black History Month Rosh Hashanah Sukkot Harvest Festival	Autumn Families and Friendships - Respecting ourselves and others Spring Belonging to a Community	Art – The Finding of Moses (Take One Picture) English – Rags to Riches Geography – My Local Area
Year 2	Exploring Feelings 'No Outsiders' St Andrew's Day Advent Light – Meaning of Light Celebrate uniqueness and self-esteem	Autumn Families and Friendships - Respecting ourselves and others Spring Belonging to a Community	Art – The Finding of Moses (Take One Picture) English – Visit the UK Geography – Comparing London and Nairobi Music – Friendship Song
Year 3	Hannukah Festivals of Christmas and Winter Solstice Spring & Summer Epiphany WORLD RELIGION DAY	Autumn Families and Friendships - Respecting ourselves and others Spring Belonging to a Community	Art – The Finding of Moses (Take One Picture) – Egyptian Art English – Christmas Toy advert Geography – Regional Study of the North East
Year 4	Core values – perseverance and encouragement Chinese New Year Kind words and actions 'No Outsiders'	Autumn Families and Friendships - Respecting ourselves and others Spring Belonging to a Community	Art – The Finding of Moses (Take One Picture) – Making Memories English – Improving Gosforth Geography – Settlements and Migrations



What would an R.E lesson look like at South Gosforth?					
					
Clarity of learning exemplified The 'big learning' is explained and the small steps are highlighted. Children know what they are learning, why they are learning it and how it links to previous learning.	Vocabulary New vocabulary is introduced, explained and modelled. Children have time to rehearse new words in context.	Links to prior learning and retrieval practice There are opportunities for children to practise what they have already learned through low stakes strategies.	New learning explained and modelled Teachers provide clear explanations of new knowledge. Images, authentic sources and high quality texts are used to exemplify and illustrate the new learning.	Independent practice and group work Children have opportunities to practise the new learning through carefully considered tasks. Learning is broken down to minimise cognitive overload, with the use of 'teach-do' approach.	Assessment for learning and feedback strategies Assessment for learning opportunities are woven in throughout the lesson through careful questioning that makes the pupils think hard. Errors and misconceptions are picked up and addressed as the lesson progresses.

What makes R.E special at South Gosforth First School?	
Reception	Visits: Christian Church Enhancements: Re resource boxes throughout year
Year 1	Visits: SYNAGOGUE Enhancements: Re resource boxes throughout year; Visit from local vicar
Year 2	Visits: MOSQUE Enhancements: Re resource boxes throughout year;
Year 3	Visits: Hindu Temple Enhancements: Re resource boxes throughout year;
Year 4	Visits: Buddhist Centre Enhancements: Re resource boxes throughout year;



CPD			
Strategy	Who	When	Impact
Subject leadership time	Laura Cordy	23/24 across the year Autumn term 24	Reviewed and updated whole school curriculum Time to review disciplinary and substantive knowledge Met with RE link governor Adapted whole school plans to align with whole school subject proformas Looked at links across other subjects Took staff through different resource support
Staff meetings	Laura Cordy	X4 24/25	Shared new curriculum plans with staff. Explained disciplines and concepts linking through school. Introduced big books and assessment questions Shown staff different resource suggestions Discussed use of big questions to lead each lesson Introduced festival/celebrations calendar
Membership to RE resources online	All staff	Ongoing	Staff have access to high quality subject knowledge CPD and resources through online resources and topic boxes High quality resources and authentic sources are used within RE lessons across school.
GST Subject Leader Networks	Laura Cordy	2 sessions throughout the year	Subject leader has access to examples of best practice across the trust. Subject leaders can share planning and resources that can then be disseminated in school.



Impact

At South Gosforth First School, we strive to nurture children's spiritual, moral, social and cultural growth, equipping them to understand themselves and others while embracing opportunities and challenges in a multicultural world. We know the importance of community contributions and encourage connections with diverse places of worship for each year group, helping children celebrate diversity and strengthen the positive image of our shared community. Through Religious Education, we encourage character, culture, creativity and challenge, enabling children to question beliefs and broaden their understanding of world religions and traditions as they continue their learning journey. Our RE curriculum will be a collaborative journey with staff, children, families and our wider community.

Strategy	Evidence and Findings
Pupil Voice	Key findings from this monitoring in school can be found on internal school documents and is collated by Laura Cordy (R.E Subject Leader). This monitoring informs the current 'R.E Subject Action Plan' which identifies key strengths and areas for development in R.E, as well as actions taken to improve the subject curriculum and delivery across school.
Book Look	
Lesson observations	
External reports eg. SIP/Governors	