

Active	<ul style="list-style-type: none"> <li>- Drama/role play.</li> <li>- Use of resources.</li> <li>- Exploring images.</li> </ul>
Ambitious	<ul style="list-style-type: none"> <li>- High quality resources are available. As a school we follow locally agreed syllabus (Surrey SACRE) that is used by teachers to plan from for consistency. This includes activities to support children's development, knowledge and understanding but also to express beliefs, ideas and insights.</li> </ul>
Compassionate	<ul style="list-style-type: none"> <li>- Opportunities to develop an understanding of other cultures, religions and beliefs. Children can recognise that others have different views and are accepting of this. The curriculum allows for discussion based lessons.</li> </ul>
Connectors	<ul style="list-style-type: none"> <li>- Allows for cross curricular connections, such as PSHE, in promoting social awareness and understanding in our children.</li> <li>- Children can work collaboratively through drama and role play, for example, EYFS have cultural days, learning about religions and cultures.</li> <li>- Some units taught have comparisons of aspects of differing beliefs and religions.</li> </ul>
Explorers	<ul style="list-style-type: none"> <li>- Giving children the opportunities to look at artefacts. Children are given a key question at the beginning of the unit that they are given the opportunity to explore.</li> </ul>
Inclusive	<ul style="list-style-type: none"> <li>- Looking at different religions that reflect the diversity of our school and community.</li> </ul>
Independent	<ul style="list-style-type: none"> <li>- Children can have regular opportunities to express their ideas and think about views different to their own.</li> </ul>
Thinkers	<ul style="list-style-type: none"> <li>- Thinking about how religious values can be relevant to their own lives.</li> </ul>